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ABSTRACT

This report describes and provides materials developed by a project to set up competency-based instruction for designated competency levels in the Modern Office/Word Processing Technology Course in an area vocational school. Following an abstract and a report that details conclusions and recommendations, materials developed by the project are presented. A composite is provided of the four levels achievable during one year by the student, along with the basic competencies for each level. Materials are divided into these four levels: Office Clerk or Clerk/Typist, Receptionist, Proofreader/Secretary, and Word Processor/Corresponding Secretary. For each level are provided a one-page listing of the competencies, a listing of the behavioral objectives, and the curriculum content. Comments and suggestions for implementing the competencies are included as well as instructional materials and samples of tests. Class schedule lists that were used conclude the document. (YLB)

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FINAL REPORT

COMPETENCY-BASED INSTRUCTION FOR THE MODERN OFFICE/WORD PROCESSING TECHNOLOGY COURSE

Project No. 84-131/132-600-2(083-003)(A)

Jan LeVan

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ABSTRACT

The basic problem with which this report deals is the setting of competencies on specified levels for the office class in the area vocational school.

After our first year of operation, we found there was a wide variety of abilities and accomplishments from both the secondary and the post-secondary students; yet, all were receiving exactly the same diploma. To accommodate the various levels of abilities, we decided to divide the class materials into sections that would allow people to achieve and advance at different speeds and still keep a situation that one teacher could manage.

The material was divided up into four levels achievable during one school year by the dedicated student. Additional levels are being done for second-year students. With the help of the Modern Office Advisory Board, the first level was called Office Clerk (some thought Clerk/Typist might be preferable); the second level, Receptionist; the third level, Proofreader/Secretary; and the fourth level, Word Processor/Corresponding Secretary. Additional levels will be Advanced Word Processor, Administrative Secretary, and Supervisor.

In addition to defining competencies, we selected and set up training materials that would give us some pretesting measures and some repeat posttesting measures. This needs to be an ongoing project that is constantly added to and improved.

We feel students will have a better idea of their abilities and will be a more productive employee if they are certain what they can do and how they can fit into an organization. Knowing what is expected and what you must strive for in any program will also help to set your goals and let you know when those are achieved. This works as a good motivating factor for students.

The job market in this area seems to support the levels of careers suggested. Students can more easily select their career goals from the requirements of these levels.

Some of our sending schools currently have clerical/secretarial programs. If we can work cooperatively with the teachers in the sending schools, Level I and II and parts of III and IV could easily be achieved at the home high school and the students placed in the area school on a higher beginning level. This would benefit the programs at both schools and the student as well.

BODY

Statement of the Problem

This problem deals with the setting up of competency-based instruction for designated competency levels in the Modern Office/Word Processing Technology course in an area vocational school.

Objectives

1. Our main objective was to set up careers levels that could be achieved in the Modern Office class that would allow students to be challenged and yet allow them to accomplish enough to get and hold a job in the market area. Competency-based instruction was used to specify the activities necessary on individual goal levels to achieve this.

   Competencies have been designated for each of four career levels that could be achieved by a business student in the period of one year. Brief statements of the competencies have been included in addition to behavioral objectives for each.

2. Another objective was to select and prepare material which would help students to achieve their goals on the designated competency levels. Pretests and posttests need to be used to determine where the student is at the beginning and when each competency is completed.

   Although this needs to be an ongoing project, materials selected and some of the materials prepared will be included. Scheduling to accomplish the goals can be a burden for a business teacher or can be easily accomplished. Suggestions for this are given.

3. The levels of instruction and the jobs we have designated for our word processing center are somewhat the same. We plan to rotate our students in and out of the center according to their career goal, ability and level of achievement.

Population and Sample

No population was sampled for this project as such. However, my students were awarded diplomas this year on the basis set in this project. The Modern Office Advisory Board acted as a consultant on the levels and the competencies set.

Conclusions and Recommendations

The major accomplishments of this project are:

1. Levels of accomplishments were set to correlate with job titles usable in business.

2. A list of competencies were prepared for each designated level to aid an instructor in setting up an office course.

3. The list of competencies can be used by students to set goals and determine accomplishment.

4. Diplomas can be issued based on individual accomplishment as indicated by the competencies and levels completed.

5. A sending school with a clerical/secretarial course could use these competencies to do basic training which could then be continued at the area vocational school.

6. Behavioral objectives that are measurable have been determined. These have been stated to allow the instructor as much freedom in usage and application as possible while still giving a definite basis for determination.

7. Additional competencies need to be developed for advanced levels.

Disclaimer

The activity which is the subject of this report was supported in whole or in part by funds from the Department of Elementary and Secondary Eduation, Division of Career and Adult Eduation. However, the opinions expressed herein do not necessarily reflect the position or policies of the Missouri Department of Elementary and Secondary Education or the Division of Career and Adult Education, and no official endorsement should be inferred.

Attachments

1. Procedures--The individuals responsible for teaching this course last year and this determined first what they thought would be good divisions and objectives. The divisions or levels were approved by the PCAVTS Modern Office Advisory Board to keep these consistent with business in the area. These levels and objectives were used with a Modern Office class during this school year.

2. References--Books and projects that were used will be indicated in content where applicable.

3. Bibliography--N/A

4. Instruments--Sample tests for different competency areas will be included behind that content area.

5. Glossary--N/A

Copy of Final Product

The basic competencies will first be shown in columns on two pieces of paper that could be used as part of a student's permanent file with little additional space occupied in that file.

The next item will show a complete page listing for the competencies for one level only. This might be given to the student to guide them in their own progress toward completing the level.

The next section of information for each level is the listing of the competencies as behavioral objectives.

Following this are comments and suggestions for implementing the competencies and materials and samples of tests used for this purpose.

Class organizational lists that were used this year are given last.

MODERN OFFICE TECHNOLOGY

Level I--Clerk/Typist

Orientation (pass/fail) _____
- Safety test
- Typing pretest

Typing
- Speed/accuracy
  - Minimum 40/5 gwam or 35 nwam _____
- Problem work _____
- Production test _____

Written Communication
- Weekly spelling/vocabulary _____
- Module IV--Spelling and Vocabulary _____
- Word Division _____
- Module I--Parts of Speech _____
- Module II--The Sentence _____

Proofreading
- Verifying/locating errors _____
- Proofreaders symbols and usage _____

Office Procedures
- Handwriting (OK/needs work) _____
- Duplicating _____
- Handling Mail _____
- Using Reference Material _____

Filing
- Basic steps and materials _____
- Alphabetic indexing and filing _____
- Alphabetic, Subject, Numeric, Geographic _____

Ten Key Calculator
- Adding, Subtracting, Subtotaling _____
- Multiplying, Dividing, Decimals, Fractions _____

Personal Development
- Attendance _____
- Office Dress _____
- Attitude _____

FBLA/Leadership _____

Shorthand/Speedwriting (optional) _____

Average Grade Level II _____

Level II--Receptionist

Typing
- Speed/accuracy
  - Minimum 45/5 gwam or 40 nwam _____
- Problem work _____
- Mailable letters _____
- Production test _____

Written Communications
- Weekly spelling/vocabulary _____
- Module III--Caps, punctuation, abbreviation _____

Proofreading
- Formats for letters _____
- Formats for memos and reports _____
- Capitalization _____
- Punctuation _____
- Number usage _____

Office Procedures
- Telephone unit _____
- Oral communications _____
- Personal development unit _____
- Invoice section _____

Ten Key Calculator
- Fractions, decimals, percentages, invoicing _____
- Interest, discounts, metrics _____

Electronic Typewriters
- Make _____
- Basic operations--written _____
- Typed test on short letter & report _____
- Tabulation, storage, special functions _____
- Typed test on variables and tabulation _____

Personal
- Attendance _____
- Office Dress _____
- Attitude _____

FBLA/Leadership _____

Shorthand/Speedwriting (optional) _____

Average Grade Level II _____

Level III--Proofreader/Secretary

Typing
- Speed/Accuracy
  - Minimum 50/5 gwam or 45 nwam _____
- Mailable letters _____
- Problem work or practice sets
  - Packet 1 _____
  - Packet 2 _____
  - Packet 3 _____
  - Packet 4 _____
  - Packet 5 _____

Written Communications
- Module V--Proofreading/Letter writing _____

Office Procedures
- Job Application _____
- Payroll _____

Machine Transcription
- Lessons 1 & 2 (practice) _____
- Lessons 3 & 4 _____
- Test 1 _____
- Lessons 5 & 6 _____
- Test 2 _____

Word Processing--Microcomputers (1 required)
- Apple--Written test 1 _____
  - Typed test 1 _____
  - Written test 2 _____
  - Typed test 2 _____
  - Written and typed test 3 _____
- Xerox--Written test 1 _____
  - Typed test 1 _____
  - Written test 2 _____
  - Typed test 2 _____
  - Written and typed test 3 _____

Personal Development
- Attendance _____
- Office dress _____
- Attitude/Dependability _____

FBLA/Leadership _____

Shorthand/Speedwriting (optional) _____

Average Grade for Level III _____

Level IV--Word Processing/Corresponding Secretary

Typing
- Speed/accuracy
  - Minimum 55/5 gwam or 50 nwam _____
- Mailable letters _____
- Typing problems or practice sets _____

Written Communications
- Writing letters _____

Machine Transcription
- Lessons 7 & 8 _____
- Test 3 _____
- Lessons 9 & 10 _____
- Test 4 _____

Word Processing Concepts
- WP origin, cycle, system _____
- Document origination, output devices applications _____
- Control procedures, environment, careers _____
- Information processing _____

Word Processing Systems

IBM Displaywriter
- Pretraining/Starting Training 1 & 2 written _____
- Typed test--creating, correcting, printing _____
- Starting Training 3-6 written _____
- Common Text Applications 3 typed _____
- Common Text 4 & 5 typed and written _____
- Special Text--Column Layout typed _____
- Special Text 5 & 6 written _____

NBI 3000 Word Processor
- Introduction, disk care, starting written _____
- Record section to p. 30 written _____
- Record section typed _____
- Directory written _____
- Edit section typed _____
- Print section written _____
- Document assembly written and typed _____

Word Processing Center
- Job _____ Grade _____

Personal Development -Attendance _____
- Office Dress _____ Attitude _____

Shorthand/Speedwriting (optional) _____

Average Grade for Level IV _____

MODERN OFFICE/WORD PROCESSING TECHNOLOGY

Level I--Office Clerk Competencies

Orientation (pass/fail)	_____
Safety test	
Typing pretest	
Typing	
Speed/accuracy 40/5 gwam or 35 nwam	_____
Problem work	_____
Production test	_____
Written Communication	
Weekly spelling/vocabulary	_____
Module IV--Spelling and Vocabulary	_____
Word Division	_____
Module I--Parts of Speech	_____
Module II--The Sentence	_____
Proofreading	
Verifying/locating errors	_____
Proofreaders symbols and usage	_____
Office Procedures	
Handwriting (OK/needs work)	_____
Duplicating	_____
Handling Mail	_____
Using Reference Material	_____
Filing Unit	
Basic Steps and Materials	_____
Alphabetical Indexing and Filing	_____
Alphabetic, Subject, Geographic, Numeric	_____
Ten Key Calculator	
Adding, Subtracting, Subtotaling	_____
Multiplying, Dividing, Decimals, Fractions	_____
Personal Development	
Attendance _____	
Office dress _____	
Attitude _____	
FBLA/Leadership _____	
Shorthand/Speedwriting (optional)	_____
Average Grade for Level I	_____

LEVEL I--OFFICE CLERK BEHAVIORAL OBJECTIVES

Orientation

The seven days of orientation include

1. Typing practice and pretest
2. Safety rules and test
3. Written Communication Introduction
4. Ten Key Calculator Introduction
5. Concepts of Word Processing Introductory slide/tape presentation
6. Overview to Office Procedures
7. Introduction to specific equipment
8. Personal Hygiene slide/tape presentation
9. School and classroom rules and regulations
10. Career orientation

No grades will be assessed for this period of time. Students will be required to pass a short safety test.

Typing

1. A student shall pass at least three timed writings of five minutes each at a minimum speed of 40 gross words a minute with no more than 5 errors (35 net words a minute).

2. A student must acquire a grade of at least 78% on the problem typing work required for the quarter.

3. A student must produce in an hour's time a letter, a memo, and a simple report with no more than 5 uncorrected errors.

Written Communications

1. A student must pass at least 75% of the spelling and vocabulary word lists given during the quarter with at least 78% accuracy.

2. A student must pass a test over Written Communications, Module IV, Spelling and Vocabulary with at least 78% accuracy or do remedial work on material that is similar.

3. A student must pass a test over the rules and applications for proper Word Division with at least 78% accuracy.

4. A student must pass a test over Written Communications, Module 1, Parts of Speech, with at least 78% accuracy or do remedial work on material that is similar.

5. A student must pass a test over Written Communications, Module II, The Sentence, with at least 78% accuracy or do remedial work on material that is similar.

Proofreading

1. A student must pass a test requiring them to verify information and locate errors with at least 78% accuracy.

2. A student will pass a test on material using proofreaders symbols and on locating errors in content with at least 78% accuracy.

Office Procedures

1. Handwriting--A student will study acceptable forms of handwriting and indicate to the instructor that he/she can write legibly.

2. Duplicating--A student will produce a master and run it on a fluid duplicator and produce a stencil and run it on a mimeograph to the satisfaction of the teacher.

   A student will pass a test on duplicating procedures with at least 78% accuracy.

3. Mail--A student will pass a test over the proper procedures for handling incoming and outgoing mail with at least 78% accuracy.

4. Using Reference Material--A student will be made familiar with the type of information easily located in a Word Division book, an abridged dictionary, a telephone book, a ZIP code Directory, a Thesaurus, a reference manual, etc.

   A student will indicate to the instructor his/her ability to determine what source to use for different types of problems to the satisfaction of the instructor. If a test is used, the student will pass the test with at least 78% accuracy.

Filing

Several projects and tests will be given on the filing unit. A student must pass at least 75% of these with at least 78% accuracy.

1. A student will pass a test over the basic steps and materials used in the filing process.

2. A student will pass a test on alphabetical indexing and filing with at least 78% accuracy.

3. A student will pass a test on basic filing rules including alphabetical, subject, geographic, numeric filing procedures.

Ten Key Calculator

1. A student shall pass a test over adding, subtracting and subtotaling with at least 78% accuracy.

2. A student shall pass a test over multiplying whole numbers and decimal; division with whole numbers, decimals and fractions; averaging and grand totaling with at least 78% accuracy.

Personal Development

1. Attendance--A student shall not be absent more than 9 hours of the time required without making up the hours missed.

2. Office dress--A student is required to dress in office style three days a week and should actually do so at least 80% of the time.

3. Attitude--The student should display an attitude of willingness to perform as necessary for an office employee.

Students must pass at least 90% of the items on Level I to receive a diploma for Office Clerk. The Office Clerk level is the basis for the other Modern Office Technology levels. Pretests are available for several of the items listed on this level which can allow students to move through this content quickly.

To make consistent use of the word processing equipment and the electronic typewriters, students will begin working on these during the first quarter. However, competency levels will not required grades for these at this point.

CURRICULUM CONTENT LEVEL I

Orientation

Typing practice is done from beginning typing books and miscellaneous material just to give the student a chance to warm up when they may not have typed for a summer or longer.

The typing pretest we use is Placement Test 2, COLLEGE TYPEWRITING, Tenth Edition, South-Western Publishing Co. which goes with the typing books we use. The pretest includes two 3-minute timed writings, a problem centered on a half page, a simple business letter, an unbound report with a table in it. Students are evaluated on the timed writings for speed and accuracy. The problems are evaluated on the basis of how well they are set up on the page. Watching students as they take the pretest can be one of the best evaluative tools of the instructor. This lets you know how easily a student can format which should help you determine where that student should be placed.

Safety rules for the business area are not as well defined as they are for some of the other vocational areas. The information we use is included.

We use the Written Communication materials produced by IML. This has an Introductory slide/tape presentation with it which I use as an orientation to the work we will do.

To introduce the correct procedures for operating a ten-key calculator by touch, we use a slide/tape presentation from State Fair Community College. As we watch the material, students operate a ten-key machine as directed. We use caramates which can be paused to allow students to do the problems on the screen.

Word processing concepts are introduced by a slide/tape presentation called "Concepts of Word Processing", MPC Educational Publishers. There are several good presentations of this type which you might want to look into. We also have some audio/visual presentations on basic concepts of data processing which we use.

Demonstrations on the microcomputers and word processors we use give the students a basic introduction to this type of equipment. It also is a useful tool for motivation. When we are demonstrating, we stress the importance of equipment and software care and the location of the materials students will use to learn to operate each of these.

An overview of office activities which will be encountered in class during the year is given. This includes activities such as duplicating, mail, filing, telephone, invoice, payroll, etc. We use CLERICAL OFFICE PROCEDURES, Sixth Edition, South-Western Publishing Co. as a basic text; however, there are newer publications.

Office dress and personal hygiene are discussed. We use a slide/tape presentation "Personal Hygiene for Business," Milady Publishing

Corporation to help emphasize care and cleanliness. Speakers are used to impress the necessity for good appearance.

Classroom and school rules are discussed at length with the students who have been given a written copy as well. Attendance is strict and must be stressed early.

Career orientation is begun by listing types of office jobs available. Students are asked to make reports of office jobs during the school year, speakers are invited in to discuss their jobs, and field trips are taken to area businesses.

Typing

Students work on timed writings two days a week--Tuesday and Friday. We use TYPEWRITING DRILLS FOR SPEED AND ACCURACY, Fourth Edition, Gregg McGraw-Hill Book Company for speed and accuracy pushes and for timed writings. The basic requirements of the Levels will determine a student's goal for that level. Those students who are beginners and those who are above that level will be given a goal based on 3 to 5 additional words per grading period. Accuracy goals are determined by the amount designated for the level or by net words.

On Mondays, Tuesdays, and Thursdays students work on typing projects assigned in one of three typing books. One year of typing is a prerequisite for this class; however, some students need to work on the basics again and occasionally postsecondary students do not type. Based on the pretest, a student is assigned to work in COLLEGE TYPEWRITING, BASIC COURSE, Tenth Edition, South-Western; COLLEGE TYPEWRITING, INTERMEDIATE COURSE, Tenth Edition, South-Western; or TYPEWRITING 2, VOCATIONAL COURSE, Glencoe Press. For basic typewriting, we use the STATE FAIR materials and the beginning text. The intermediate text and an instruction sheet, which is included, is used. The advanced students are assigned work in the Vocational text according to the sheet included. Formatting and accuracy are stressed.

Written Communications

Spelling and vocabulary rules and words will be given orally on Mondays. A student is to look up the spelling and definition and part of speech of each word. On Wednesdays we will go over the words and check spelling, meaning and usage. On Fridays the words will be dictated to the students who will type the words correctly, define three designated words and use three designated words in sentences. Two-letter state abbreviations and spellings will be given as part of the spelling word lists. During the first part of the year, students will study spelling rules. Third and Fourth quarters lists will be taken from machine transcription materials.

Slide/tape programs from IML on "Written Communications" are used for the materials indicated by Modules. Each is preceded by a pretest.

If a student passes this pretest with 90% or better, the Module work does not have to be done. If the student does not pass the first posttest with at least 78%, work on the material included in the module must be done from ENGLISH THE EASY WAY, Fourth Edition, South-Western. If the student does not pass the second posttest, additional remedial work is assigned.

Word division rules are taught with the slide/tape presentation that is part of the typing materials from State Fair Community College and practice sheets prepared by the instructor.

Proofreading

To help a student improve their ability to locate errors, we use materials from DEVELOPING PROOFREADING SKILL, Gregg McGraw-Hill Book Company as our basic source. The first section of work is concerned with locating errors, verification and proofreader's symbols.

Office Procedures

An office procedures text such as the one mentioned above can help to stress the importance of handwriting and indicate to students the proper construction of characters.

Our students are required to select text such as a long, one-page poem and a simple drawing which can be traced to put on a master. Purple masters are the basic tool, but colored masters are available to make the picture more interesting and to let students know they are available and might have a place for effect. The basics of typing, correcting and drawing on a master are taught. After master is completed and fluid duplicating machine operation is demonstrated, each student is to run their master.

Students are required to prepare a four-fold program on a stencil. The content of the program must contained both typed and drawn material. This teaches students to type, correct and position typed content and to trace drawn copy with stylii and a mimeoscope. It also teaches them to do a four-fold program which requires planning and thought to properly format. Each student is then required to duplicate the stencil on a mimeograph after such has been demonstrated. We also have an electronic stencil copier which is demonstrated. The clerical book can be used for further information on duplicating.

For the mail unit we use the office practice book and a film/slide presentation called "Processing Incoming and Outgoing Mail," Milady Publishing Corporation. A speaker from the post office supplements the training.

We have a variety of reference manuals which we go through to compare and to locate different types of information. The basic purpose of this section of work is to let students know what help is available and how to access it. We also use the phone book, ZIP code booklet, dictionaries, word books, etc.

Filing

Several good practice sets are available for teaching the basics of filing. The office procedures books also give the basic steps and materials used, the alphabetic indexing rules, and the other methods that can be used for setting up filing systems.

Ten Key Calculator

After the introduction to ten key touch operation in the slide/tape presentation, a student will work on projects in ELECTRONIC DISPLAY CALCULATOR, South-Western Publishing Co. At the end of each five lessons a student will take a test. Any student with previous work experience or knowledge of ten key operation can take these tests after working through the lesson in the book which precedes it and showing the instructor they can operate the machine by touch. Our class work in recordkeeping and mathematics is limited to what the student gets during the time they work on the ten key so we like to be sure they understand the basic operations.

Personal Development

The attendance policy is discussed in orientation and is stressed throughout. Office dress is required of our students three days a week on Monday, Wednesday and Thursday. We do keep track of their willingness to follow instructions and their attitude toward the class and work.

SAFETY INFORMATION

Classroom Safety

1. Floor plug ins have been liberally placed in the business area because of the number of electrical equipment used in today's office. They can, however, present a safety hazard to you if you are not aware of where you are walking. Please make yourself familiar with their placement and watch where you are walking. If you see a loose outlet, please notify the instructor and use with care.

2. Secretarial chairs which roll for convenience in an office can create a safety problem. Please keep your chair out of the isle and be sure you are aware when sitting or walking.

3. Most of the typewriters should remain plugged in at their present location, however changes can be made when instructor sees a need. Turn off a machine before unplugging it. Pull out the plug at the outlet and not by pulling on the cord. If you see any frayed cords, please notify the instructor and hardle with care.

4. A coupie of the machines have movable carriages. Be sure to center these carriages before leaving the typewriter.

5. When you leave any machine, please be sure the machine is turned off, unless instructed otherwise, and place the appropriate cover over it. Dust can harm equipment.

6. Place books and materials in or under desk and not in the isles where someone could trip on them.

7. No liquids, food or sticky material should be used or left around the machines.

8. Be aware of the procedures for turning on and shuting down the word processing equipment and the microcomputers.

9. The NBI word processing system needs a dedicated line. Do not use any outlet in the room that indicates you should not do so. Those with the number 13 and covers should be avoided. If you are in doubt, please ask the instructor.

10. Keep fingers out of any electrical device that is turned on.

11. Be sure that your electrical equipment is turned off (with the exception of some of the word processors and micros) each time you leave the room for any reason. It only takes a minute to turn off a typewriter or a calculator and it could save problems.

12. Cords should be wrapped around desk legs or machines to keep them off the floor. This will allow the room and the cords to be kept cleaner and will keep cords from tripping individuals.

13. A clean and well-organized work area will aide you in keeping the room safe for you and others.

14. Long hair and long fingernails can be a safety hazard. Keep your hair and your nails out of machines.

15. Do not attempt to repair any type of equipment. Call the instructor and let the repairmen do their job.

16. If you should get hurt, call for help immediately and stay calm.

Tornado

1. When a tornado warning has been given, we will report to the girl's restroom directly across the hall.

2. Quickly turn off any equipment you are using.

3. Stay away from any areas in which there is glass.

4. Stay in designated area until all clear is given.

5. It is advisable to get down on the floor and put your arms over your head.

Fire

1. When the signal is given for a fire, we will exit by the north door and move away from the building.

2. Quickly turn off the equipment you are using and walk out.

3. The west exit will be used if necessary.

MOT SAFETY TEST

T	F	1.	Floor plug ins cannot cause any problems because dirt cannot get into them easily.
T	F	2.	Loose outlets either on the floor or on the desks could cause shocks and electrical problems.
T	F	3.	Always turn off equipment first when problems arise.
T	F	4.	On the word processors turn off the machine before you halt the function which is causing the problem.
T	F	5.	Movable carriages should always be centered before you leave them.
T	F	6.	Dust can harm equipment and cause problems.
T	F	7.	Outlets with covers on them or the number 13 can be used.
T	F	8.	You should always turn a machine off before unplugging it.
T	F	9.	If you are careful, drinks and food may be eaten at your desk.
T	F	10.	The Modern Office Tech class will report to the girl's restroom or the boy's restroom ocross the hall in case of a tornado warning.
T	F	11.	The first exit to be used in case of a fire is the west exit.
T	F	12.	Rolling chairs cannot present a hazard.
T	F	13.	Cords should be wrapped around machines or around legs to prevent them tripping someone.
T	F	14.	If time permits, turn off electrical equipment before going to assigned areas for tornado and fire alerts.
T	F	15.	There are required methods of turning on and turning off word processing equipment.

MODERN OFFICE TECHNOLOGY

DRESS CODE

An office worker is expected to wear clothing acceptable to the business atmosphere. Being well dressed helps you to feel you are a working part of any business because you project the image associated with that caliber of individual. Other workers are helped by the establishment of feeling of proudness which goes along with feeling that you are dressed appropriately.

What constitutes the correct attire in one business, however, may not be what is preferred in another. There are several more acceptable guidelines that can apply for most offices.

We will follow the schedule and guidelines indicated below to try to exemplify what occurs in most offices.

1. Monday, Wednesday, and Thursday will be office dress days.

2. Tuesday and Friday will be casual dress days.

3. Office dress will include a business suit, business dress, business pant outfit, businesslike skirt and blouse.

4. Casual attire will include apparel that is more casual, pants, dresses, skirts and blouses, jeans can be in this category along with any fad-type attire.

5. Shoes can dress up or dress down many outfits or make them into fad-type attire. Be conscious of the type footwear you have on.

6. All clothing should be clean and well cared for. Other office workers want to be proud to be working with you.

7. Makeup should be tastful--enough to enhance your beauty if needed, but not enough to cover it or make it look unbusineslike.

8. Hair is your crowning beauty and should be washed and combed to make you look your best.

SPELLING

Orientation List

These words were selected as basic words which would help the students during the study or Modern Office/Word Processing. This list was given as an example of the method we would use during the year for spelling and vocabulary. The grades were figured and recorded but only used to replace a low grade on one of the other lists given during the first quarter.

This list did not include any of the states. The "d" after a word indicates that the word was to be defined on the test given on Friday. The "s" after a word indicates the word was to be used in a sentence. Words were not given in this same order on the test.

1. pitch
2. parameter -- d
3. menu
4. all right
5. originator
6. allowable
7. organize -- s
8. preface
9. initialize
10. lenient -- s
11. coordinate
12. punctual -- d
13. responsibility
14. expediency -- d
15. mailable
16. format -- s
17. processor
18. cannot
19. transcription
20. dictation

SPELLING AND VOCABULARY

Method for Instruction and Checking

Spelling and vocabulary words will be given to help students:

1. Learn to spell using basic spelling rules
2. Begin with easier words and progress to more difficult
3. Include words that will be used in other areas taught within the Modern Office/Word Processing course
4. Emphasize oral recognition to help the students with machine and shorthand transcription
5. Stress vocabulary, parts of speech, and sentence usage as well as spelling.

The basic procedure which will be used is as follows:

1. A list of words will be given orally to the students on Monday.
2. The student is responsible as part of their homework to look up the words under the spelling as they heard it or under optional ways. They should find the spelling of the word, notice the syllables and the proper pronunciation. They should learn the definition or definitions and the proper part or parts of speech. The word should also be properly used in a sentence.
3. On Wednesday, the class will go over the words with the teacher. The words will be spelled, defined, and used in a sentence.
4. Students should study the words and definitions.
5. On Friday, an oral test will be given. Students will be asked to type the correct spelling of each of the words as they are dictated. Three words will be indicated for the student to define and three words will be indicated for the student to use in a sentence. At the first of the year when states will be given with the spelling lists, students will also be asked to give the two-letter abbreviations for the states.
6. If the student does not pass the test on Friday, the same list will be used for that student for the next week. Under competency-based instruction students should learn the words list by list and have the opportunity to keep trying until they have succeeded on each list. The only problem with this concept is that the student does not get the opportunity to go over words with the other students which results in a loss for that student.

SPELLING LIST 1

Rules for forming plurals: (1) Most nouns form their plurals by simply adding "s." (2) Words that end in "s, z, x, sh, ch" usually form their plural by adding "es." (3) If a noun ends in a consonant and "y," change the "y" to "i" and add "es." (4) If a noun ends in a vowel and "y," simply add "s."

1. journeys
2. offices
3. plateaus - s
4. restaurants
5. explanations
6. churches
7. boxes
8. hoaxes -- d
9. busses
10. buzzes
11. mathematics
12. qualities
13. envoys - d
14. courtesies -- s
15. attorneys
16. alloys
17. battalions -- d
18. superintendents
19. categories -- s
20. arguments
21. Alabama -- AL
22. Alaska -- AK

SPELLING LIST 9

Rule: Most words end in cede. Three words end in ceed and one word ends in sede.

1. proceed
2. exceed
3. succeed
4. supersede
5. accede (to give in)
6. cede (to grant)
7. concede (to admit defeat)
8. intercede (to speak on behalf of)
9. precede (to go before)
10. recede (to go back)
11. secede (to withdraw)
12. Idaho -- ID
13. Illinois -- IL

Rule: I before e except after c or when it sounds like a as in neighbor and weigh.

14. belief
15. expedient
16. frieze
17. grievance
18. lien
19. reprieve
20. siege
21. conceive
22. perceive
23. neither
24. leisure

Problem Typing

1. Each student will be pretested and started in a typing book with a special typing instruction sheet for his/her work.

2. Students who are placed in the basic course book (rust) will work as scheduled by the State Fair typing program. Grades for Lessons 1-29 will be based entirely on teacher observation and checkpoints. Lessons 30-50 are to be turned in. They will be checked for form and completion--not for mailability. Teacher observation and checkpoints will also be used for grades. This book should be completed by all by the end of first semester.

3. Advanced typing students will be placed in the intermediate typing books (gold or white) or in the vocational typing book (brown).

4. All of the work in each lesson assigned in the intermediate or advanced books must be completed before credit will be given for that lesson.

5. A problem or problems from each lesson will be designated as a problem that will be graded for mailability. A student will not get credit for the entire lesson until that project is given to the instructor in mailable form. Unmailable projects will be returned to the individual who must locate the error or errors on their own, correct them on that sheet if possible, or retype the project. The original copy must be returned with any retyped page for credit to be granted.

   Point grades for the lesson will be based on the difficulty of the project and the number of times the project has to be submitted before it would be usable in an office.

7. A percentage of the possible accumulated points at the end of each grading period will indicate the student's quarter grade.

8. If the teacher gets behind in grading, the student should progress to the next lesson indicated. The last sections turned in may have to be graded for mailability on the first attempt.

Speed and Accuracy Typing

1. Each student will be tested for speed and accuracy typing at the beginning of the training period.

2. Minimum speed and accuracy requirements have been set for each degree level for the program. All students will have these as their minimum goal levels.

3. Individual goal levels will also be set for students who exceed these minimum levels to give them a chance to earn the higher grades.

4. All students who are above the minimum skill levels will have goals set each quarter that are three to five words a minute higher for speed. Accuracy goal levels will remain at no more than one error per minute throughout Levels I and II. Net words will be used on Levels III and IV.

TYPING INSTRUCTIONS
INTERMEDIATE TYPEWRITING
Gold and Blue Book

Section 11, Typing Letters in Basic Styles. Read the learning goals on page 103. You can use plain paper for these problems. Double up on all practice problems that do not need to be corrected, but use separate paper for those that will be graded for mailability. All letters turned in for mailability should have an envelope type on the back of the paper.

51 Warmup on 51a, p. 104. Each line is to be typed at least three consecutive times and turned in with the lesson assignment. This same procedure should be followed on all lessons although these instructions will not be repeated. Unless the lesson requirements such as this are followed, nc credit will be given for the work.

Read 51b, p. 104. This is a good guide, but should be used only as a guide. As long as a letter looks nice on the paper on which it is typed, the margins are not important. Learn to use your own good judgment in setting up all problems. Let the book work just help you in setting parameters.

Type problems in 51c, pp. 104 and 105. Review mixed and open punctuation and the basic letter styles. Reference guide p. ix on the blue-edged sheets in the front of the book illustrates the different letter styles if you need review. You do not need to correct errors on problems 1 and 2 and these can be placed on the front and back of the same paper. Problem 3 should be typed in mailable form on a separate piece of paper. Proofread it carefully before you take it out of the typewriter and carefully correct all errors. Until Problem 3 is turned in in mailable form, you will not receive credit for the lesson. If the problem is correct when first turned in. 25 points will be given for Wurtele.

52 Warmup 52a, p. 105
Read 52b, p. 106
52c, p. 107, Problem 1. Cut paper in the sizes indicated and address these envelopes as indicated.
Problem 2. Type letter and envelope as indicated in mailable form. 30 points for Sager.
Problem 3. Compose and type the letter indicated at the typewriter. Be sure to compose at the typewriter and to include at least two paragraphs in the letter. You do not have to correct errors.

53 Warmup 53a, p. 107
53b, p. 107. Use the clock and time yourself on letter parts as indicated in the instructions. Push for speed in typing the sections of the letter.
53c, p. 107 and 108. Type the letter and envelope to Heisten on Page 108 in mailable form typing it as quickly as you can. Try for 15 minutes. 40 points.

54 54b, p. 109. Practice crowding and spacing out letters as indicated. You do not need to erase or correct, just type the lines with the omitted or doubled letters and show below them the proper method of correction. Turn in with lesson 55.

55 Warmup 55a, p. 110.
54c, p. 110. Read the method for determining N-PRAM at the top of the page.
55c, p. 111. Type the production measurement as indicated. You can set your timer for the 3 minute assembly time. Ask the teacher or a helper to set the timer for 25 minutes for the typing time. You are to correct errors and the figure the production on N-PRAM. 50 points possible.

Section 12, Simplified Forms of Business Correspondence. Read the learning goals on p. 112. Forms for this section are in the top drawer of the tan file cabinet.

56 Warmup 56a, p. 112.
56b, p. 112. Aligning copy is important. Practice this any way you wish, but take particular notice of the method for aligning the different types of information.
56c, p. 112. Interoffice Memos. These are one of the most frequently typed projects in a business office. The format indicated is correct; however, it is also correct to set 1" side margins into the opening "To:, From:, Date:, Subject:" and to align these on the left. The content following these items must begin at the same point though--two spaces from the Subject:. Forms may be available, but are not necessary.

Read the information in Problem 2, p. 113. Then type it for practice.
Type Problem 1, p. 112 to Morris with envelope in mailable form. 15 points.

57 Warmup 57a, p. 113.
57b, problem 1, p. 114. Punctuation is difficult for most people; correct punctuation is a must for a typist/secretary/word processor. Read and type for practice. These can be typed a double space below your warmup.
Read information about the message/reply form on Problem 2, p. 114. Type this material in mailable memo form. 15 points.
Type Problem 3, pp. 114 & 115. Message/reply form should be in the tan file cabinet. Practice form.

58 Warmup 58a, p. 115.
Read and type punctuation practice 58b, p. 115.
Problem 2, pp. 116 illustrates an AMS or simplified letter style. Notice the letter omits the salutation and the complimentary close. However, it includes a capitalized subject line set off before and after by a triple space; and a capitalized writer's name and title preceded by four spaces (at least three blank spaces). Type this simplified letter in mailable form. 25 points.

59 Warmup 59a, p. 117.
59c, p. 117, Production measurement. Look at the problems on p. 118 and assemble materials. Have the teacher or helper set the timer for you for 20 minutes. Type the items in mailable form. Proofread carefully. 50 points.

Pages 119 through 122 can be used for additional practice and turned in. Section 13, Typing Letters With Special Features. Read the learning goals on p. 123.

60 Warmup 60a and 60b, p. 123.
60c, p. 123, punctuation practice. Read and type for practice.
60d, p. 124, letter with mailing notation and attention line. Read information on proper placement and practice type Problem 1 without carbon copy. Problem 2 letter to Waco should be typed in mailable form with 1 carbon copy and envelope. 35 points.

61 Warmup 61a and 61b, pp. 124 and 125.
61c, p. 125. Read and type the punctuation material for practice.
61d, p. 125, letters with subject line and reply reference notation. Type Problem 1, p. 125 and Problem 3, p. 126 for practice without carbon copies. Type Problem 2, p. 126 to Sears with 1 carbon copy and envelope in mailable form. 35 points.

62 Warmup 62a and 62b, p. 126.
62c, p. 127. Read and type punctuation material for practice.
62d, p. 127, letters with company name in closing, enclosure notations, and postscript. Type Problem 1 and Problem 3 for practice without carbon copy. Type Problem 2 to Office with 1 cc and envelope in mailable form. 40 points.

63 Warmup 63a, p. 128.
63b, p. 129. Read the information on copy notations and postscripts. Many companies are no longer making carbon copies. Instead letters are being photocopied and a notation showing pc is used. Type the letter on p. 130 for practice.
63c, p. 129. Type the script letter with special features in mailable form with envelope. Note the dashes in the letter and remember a dash is typed with two hyphens--no space before or after. 25 points.

64 Warmup 64a, p. 129.
64b, pp. 131 & 132. Read the information on typing a two-page letter. Study the two forms suggested for second-page headings. The block style form can be typed faster, so I suggest you use that form on this and all long letters. Type the entire letter given in both Problem 1 and 2 without a carbon copy in mailable form and with an envelope. Only part of this will be graded. 30 points.

65 Warmup 65a, p. 132.
65c, business letter production. You do not need to make carbon copies on this production, but you are to address envelopes. Proofread all items carefully. Have the teacher or helper set the timer for 25' after you have assembled your materials. 50 points.

Section 14, Typing Administrative Communications. Read the learning goals at the top of p. 134.

66 Warmup 66a, p. 134.
66b, p. 134. Read and type the punctuation material below your warmup.
66c, pp. 134 & 135. Type this two-page memo using a second page heading as suggested for letters. Page 1 of the memo will be typed in practice style, but page two and envelope should be typed for mailability. 20 points.
66c, Problem 2, p. 135. Compose the memo at the typewriter and turn in in rough draft form.

67 Warmup 67a, p. 136
67b, Problem 1, p. 136. Type the Minutes in practice form.
67b, p. 137. These problems are to be typed on executive-size stationery. You may find some in the file cabinet, but you will probably have to cut paper to this size on the paper cutter. Problem 2 should be typed for practice. Remember the important thing is to type a letter that will look nice on the paper on which you put it. Type Problem 3 in mailable for with a small-size envelope. 20 points.
67b, p. 137, Problem 4. Compose a letter as indicated without envelope. Turn in the letter in rough draft form.

68 Warmup 68a, p. 138. Proofreading practice 68b. p. 138.
68c, p. 138. Read and type Punctuation practice.
68d, Problems 1 and 2. Type the telegraph messages for practice.
68d, Problem 3. Type the postal card in mailable form. Post cards should be in the tan file cabinet. 20 points.
68d, p. 139, Problem 4. Compose at the typewriter a post card as indicated in rough draft form.

69 Warmup 69a, p. 140. 69b, edited copy practice.
69c, pp. 140 & 141. Read the information on typing spaced leaders. Be sure to note whether you begin on an even or odd number as you type the periods. Type the Agenda in mailable form with spaced leaders. 25 points.
69d, p. 141. Read and type the punctuation practice.

70 Warmup 70a, p. 142.
70b, p. 142. Read and type the punctuation practice.
70c, Problem 1, p. 142. An itinerary is just a tabulated problem. Set it up quickly and type for practice.
70c, Problem 2, p. 143. Type the letter on a half-sheet with the short side going across for practice. The letter should be set up to look nice on this size paper.
70c, Problem 3, p. 143. Type the rough draft of a speech in mailable form. 20 points.

71 Warmup 71a, p. 144.
71c, p. 144. Assembly materials. Ask the teacher or helper to set the timer for 25'. No carbon copies. Proofread items and envelopes carefully. 70 points.

Section 15, Measuring Basic/Production Skills. Read the goals, p. 146.

72 Warmup 72a, p. 146.
72c, p. 147, business letter production. Assemble materials. Ask the teacher or helper to set the timer for 25'. Proofread and correct all errors carefully on letters and envelopes. 50 points.

73 Warmup 73a, p. 148. Type 73b, p. 148 through once for practice.
73c, pp. 148 & 149, simplified communication forms production. Assemble materials. Ask teacher or helper to set timer for 25'. Use your good judgment on each problem. 50 points.

74 Warmup 74a, p. 150. Type 74b once for practice.
Turn book around.
74c, p. 151, administrative communications production. Assemble materials. Ask teacher or helper to set timer for 25'. Proofread carefully. 50 points.

Section 16, Tables with Special Features. Read the learning goals on p. 152. Use front and back of paper for practice problems. Type those to be graded for mailability on separate paper. Proofread carefully both the typed portion and the numerical portion of these problems.

Reach for the numbers from home-row position without taking your eyes off your copy. Practicing number reaches will make you a faster and more accurate typist.

Read the tabulation summary on p. 153 if you need to do so. Set up the problems horizontally first using the backspace method; then determine the vertical placement and type the problem. Let the teacher know if you need help in setting up statistical problems.

75 Warmup on 75a, p. 154. Type each line at least three times.
Type 75b below 75a.
Type 75d, problem 1 on bottom or back of warmup page.
Type 75d, problem 2 following instructions and proofreading carefully.
25 points for Windiest.

76 Warmup 76a, p. 155.
Type 76b below warmup with 76d on same page. Read 76d carefully.
Type 76c, problem 1 in back of practice sheet.
Type 76c, problem 2 in mailable form. 25 points for Distances 2

77 Warmup 77a, p. 157. Type 77b below this.
Type 77c, problem 1 for practice. Be sure to align at the decimal point. Notice the dollar sign is aligned and typed to the left of the first number and the total only. The underline is as wide as the widest number and should always be followed by a double space.
Type 77c, problem 2 in mailable form following instructions. 35 points for Interim.

78 Warmup 78a, p. 158. Read and type 78b.
Type 78c, problem 1. Notice the spacing before and after the divider line.

Type 78c, problem 2 in mailable form. Notice the use of the asterisks to indicate footnotes on tables. 35 points for Introduction.

79 Warmup 79a, p. 160. Practice single and double rulings in 79b. Use your ratchet release for the double lines. The variable line spacer changes the original placement of the vertical line spacing; the ratchet release lets you type between lines but returns you to the original spacing when reset. If you haven't done ruling before, ask the teacher for help.
Practice setting up and typing a table with ruled lines in 79c, prob. 1.
Type 79c, problem 2 in mailable form. 35 points for Time.

80 Warmup 80a, p. 161. Practice boxed tables in 80b. Draw your vertical lines at the typewriter with a pen. Ask the teacher for help if you have not done this before.
Type 80c, problem 1 for practice.
Type 80c, problem 2 in mailable form following the instructions. 40 points for Depreciation.

81 Warmup 81a, p. 163.
Production measurement 81b. Problems 1, 2, 3, and 4 should all be typed in mailable form following the directions. Try to type all of these problems in 30 minutes, however you will not be timed and all must be completed. One of the problems will be selected for the mailable grade. 35 points.

Pages 165-170 can be used for practice pages if you like. They do not need to be turned in.

Section 17, Business Forms. Read the learning goals for this section on page 171. Forms for these problems are located in the top file cabinet in the room. If a folder is empty, please inform the teacher and help to duplicate more copies.

82 Warmup 82a, p. 171. Read the information in 82b.
Practice typing the purchase requisition in 82c, problem 1. Usually forms such as this will be typed in multiple copies; however, you do not need to do so at this time.
Type 82c, problem 2 in mailable form. 20 points for 635709.

83 Warmup 83a, p. 172. Practice tabulation drill in 83b.
Type 83c, problem 1 and 2 without cc for practice on purchase orders.
Type 83c, problem 3 in mailable form w/o cc. 30 points for Ocean.

84 Warmup 84a, p. 173. Practice drawing lines and aligning copy on an odd line length in problem 83b. Remember you find the center of an odd line by (1) taking a reading at the left, (2) taking a reading at the right, (3) adding those two together, and (4) dividing by two to find the center point. Read carefully and practice this drill.
84c, problem 1. Practice typing a Bill of Lading. Align copy carefully.
84c, problem 2. Type Bill of Lading in mailable form. 30 points for Rumford.

85 Warmup 85a, p. 174.
Practice typing an invoice in 85b, problem 1.

Type 85b, problems 2 and 3 setting up an invoice form on the typewriter and filling it in with the required information. 40 points on Kingston

86 Warmup 86a, p. 176. Tab practice in 86b. Read and type 86d, p. 177. Practice Credit Memo in 86c, problem 3, p. 177. No cc. Practice Statement of Account in 86c, problem 1, p. 176. Type 86c, problem 2 in mailable form. 35 points for Smith 2.

87 Warmup 87a, p. 177.
Type all problems in 87b business forms production. You do not need to set the timer, but you might try to push yourself to finish the problems in 30 minutes. Two of these problems will be graded for mailability. 25 points on each for a total of 50 for this lesson.

Section 18, Technical and Statistical Reports. Read the learning goals for this section on p. 180.

88 Warmup 88a, p. 180 and 88b drill.
88c, problem 2, Outline. Remember to align Roman numeral items on the right and to capitalize those items. Two spaces should follow each period after the roman numerals, capital letters, and arabic numbers. The body of an outline is single spaced with a double space before and after each roman numeral item. Read the information in the outline.
88c, problem 1, should be typed in mailable form following the instructions. 35 points for Business.

89 Warmup 89a, p. 182 and drill 89b.
89c, problem 1 should be typed in mailable form following the instructions for a leftbound report. Read the information on footnotes contained in this report. 30 points for footnotes.

90 Warmup 90a, p. 183 and drill 90b.
90c, problem 1 and 2 can be done on front and back of same page. Remember the rule for finding the center of an odd line.
90c, problem 3 should be typed in mailable form. 35 points for Ecology.

91 Warmup 91a, p. 184. Read and type 91b below warmup.
Type 91c in mailable form. A portion only of this will be checked. 45 points for Tomorrow's.

92 Warmup 92a, p. 186. Drill 92b on Bibliography below warmup.
Read and type 92d on back of warmup page.
92c, problem 1 should be typed in mailable form. 35 points for Bibliography.

93 Warmup 93a, p. 187.
93b is a production measurement. Problems 1 and 2 should be completely typed in mailable form. Portions of the measurement will be checked. 50 points for Education.

Section 19, Employment Communications. Read the learning goals on p. 189.

94 Warmup 94a, p. 189
94b, problem 1 should be typed in mailable form. 40 points Crane.
94b, problem 2 requires you prepare a data sheet for yourself. This may be your first attempt at preparing a good resume. Be sure to keep this for future use once the paper is returned.

95 Warmup 95a, p. 190.
95b, problems 2 and 3 in rough draft form.
95b, problem 1 in mailable form. 45 points for Swenson.

96 Warmup 96a, p. 190.
Type 96c, p. 191 reading and using the capitalization rules.
Type 96b, problem 1, application form
Type 96b, problem 2, follow-up letter, Swenson, 35 points.
Compose and type letter in 96b, problem 3.

Section 20, Employment Testing. Read goals at top of p. 193.

97 Warmup 97a, p. 193
Type all three letters and envelopes in 97c.
Martin letter, 45 points.

98 Warmup 98a, p. 194
Type all three problems in 98b. Problem 3, 25 points.

99 Warmup 99a, p. 196
Type all three reports. Problem 2, 60 points.

100 Warmup 100a, p. 197
Type the four problems in 100b. Problem 4, 40 points.

When you have finished this book, you will begin work in the brown book, Vocational Typewriting.

TYPING INSTRUCTIONS
High School Typewriting
Brown Book

In this problem typing unit, you will be typing material for various professions. Each section will be different. Before beginning, look over the work assigned for each section and read all instructions carefully. Use your own paper on all problems unless it specifically states to use a form. Forms for the problems may be obtained from the teacher. For any problems which call for a special size paper, use the paper cutter at the back of the room to cut yours to that size.

If you don't know how to format a problem, look in the index of the book for the page of a review. Correct all errors unless otherwise instructed. All letters should have an envelope typed on the back of the paper. Do not make any carbon copies. Make sure your name is on all assignments that are turned in.

At the beginning of each lesson, type the warmup at least three consecutive times. Put all warmups on a separate sheet and date each one as you start. Hand them in at the end of the unit stapled to the back of your other work. You do not need to correct errors on warmups. Unless all lesson requirements such as the procedures for typing warmups, etc. are followed, no credit will be given for the work. All work must be in mailable style except the warmups. Good Luck!

There are 3 sections to each unit, an "A" section, a "B" section, and a "C" section. You will be given a grade for accuracy for each section you work on. You will also be given a grade for completion, for example, if you finish two of the sections, you would have a "B" grade for completion. If you don't complete all of the "C" section in the amount of time given, you will make a "D" or below depending on how much was completed. The two grades are then averaged together. You must do all problems in the order given and you must finish each section before going to the next. You have five days to work on this. Hand it in stapled in order on the fifth day.

GOVERNMENT/PAYROLL

Warmups - Speed Forcing Drill, p. 179
Double Letter Drill, p. 190
Catch The Spelling Errors, p. 190
Vocabulary Builder, p. 182
Vocabulary Builder, p. 185

(Do 1 warmup at the beginning of each day you begin this.)

C

__ 231-D, p. 180
__ 231-E, p. 181
__ 232-D, p. 182
__ 233-D, p. 185
__ 234-D, p. 187
__ 235-D, p. 190-191
__ 248, p. 215, Military Letter
__ 249, p. 216, Letter

B

__ 250, p. 217, Memorandum
__ 242-D, p. 205
__ 243-C, p. 207
__ 243-E, p. 209

A

__ 244-D, p. 211
__ 245-D, p. 212
__ 247, p. 214, Time Card

HIGH SCHOOL

Warmups - Vocabulary Builder, p. 192
Accuracy Practice, p. 194
Vocabulary Builder, p. 196
Concentration Drill, p. 199
Vocabulary Builder, p. 203

C	B	A
__ 236-D, p. 192	__ 246, p. 213, Letter	__ 249, p. 216, Table
__ 236-E, p. 193	__ 246, p. 213, Program	__ 250, p. 217, Program
__ 237-D, p. 195	__ 247, p. 214, Memo	
__ 237-E, p. 195	__ 248, p. 215, Table	
__ 238-E, p. 198		
__ 239-D, p. 199		
__ 240-D, p. 202		
__ 241-D, p. 203		
__ 241-E, p. 204		

BANK

Warmups - Number & Symbol Drill, p. 220
Vocabulary Builder, p. 220
Vocabulary Builder, p. 221
Concentration Drill, p. 225
Righ Hand Drill, p. 226

C	B	A
__ 251-D, p. 219	__ 256-E, p. 227	__ 274, p. 262, Table
__ 251-E, p. 219	__ 256-F, p. 228	__ 273, p. 261, Memorandum
__ 252-D, p. 220	__ 257-D, E, p. 230	
__ 252-E, p. 220	__ 271, p. 257, Letter	
__ 253-D, p. 222		
__ 253-E, p. 222		
__ 255-C, p. 225		
__ 255-D, p. 225		
__ 255-E, p. 225		
__ 256-D, p. 226		

INSURANCE

Warmups - Left-Hand Drill, p. 231
Vocabulary Builder, p. 231
Capitalization Drill, p. 232
Vocabulary Builder, p. 232
Double-Letter Drill, p. 236

C	B	A
__ 258-D, p. 231	__ 263-D, p. 240	__ 264-E, p. 242, (Only complete a form for number 3).
__ 258-E, p. 231	__ 263-E, p. 240	__ 275, p. 264, Letter
__ 259-D, p. 232	__ 264-D, p. 241	
__ 260-D, p. 235		
__ 260-E, p. 235		
__ 261-D, p. 236		
__ 261-E, p. 236		
__ 262-D, p. 237		
__ 262-E, p. 238		

ATTORNEY

Warmup- - Vocabulary Builder, p. 243
Right Hand Drill, p. 248
Vocabulary Builder, p. 248
Left Hand Drill, p. 250
Number & Symbol Drill, p. 255

C	B	A
__ 265-D, p. 243	__ 269-E, p. 254	__ 270-E, p. 256
__ 265-F, p. 244	__ 272, p. 258	__ 275, p. 263
__ 266-C, p. 245	Will	Will
__ 266-E, p. 247	__ 270-D, p. 255	
__ 267-D, p. 248		
__ 267-E, p. 249		
__ 268-D, p. 250		
__ 273, p. 260, Manuscript		
__ 268-E, p. 250		
__ 269-D, p. 253		

DOCTOR

Warmup- Double-Letter Drill, p. 267
Vocabulary Builder, p. 267
Concentration Drill, p. 276
Vocabulary Builder, p. 269
Punctuation Practice, p. 276

*See the intermediate typing book, p. 139, problem 68D for instructions on how to set up a telegram on plain paper.

C	B	A
__ 276-D, p. 266	__ 281-D, p. 277	__ 282-E, p. 280
__ 276-E, p. 266	__ 281-E, p. 277	__ 283-E, p. 281
__ 277-D, p. 267	__ 282-D, p. 280	
__ 277-E, p. 268		
__ 278-D, p. 269		
__ 278-E, p. 269		
__ 279-D, p. 271		
__ 279-E, p. 271		
__ 280-D, p. 274		
__ 280-E, p. 274		

JOB APPLICATIONS

Warmup- Catch The Spelling Errors, p. 121
Review/Practice/Warmup, p. 62
Double-Letter Drill, p. 83
Accuracy Practice, p. 90
Concentration Drill, p. 92

C	B	A
__ 284-A, p. 282	__ 289-A, p. 290	__ 291-B, p. 293
__ 284-B, p. 282	__ 289-B, p. 291	__ 292-B, p. 294
__ 284-C, p. 283	__ 290-A, p. 292	__ 293-B, p. 295
__ 285-B, p. 284	__ 290-B, p. 292	
__ 285-C, p. 284	__ 291-A, p. 293	
__ 286-B, p. 285		
__ 286-C, p. 286		
__ 288-A, p. 288		
__ 288-B, p. 288		

FINAL FILING TEST

Directions: Fill in the blanks with the correct word or words.

1. A system of arranging and storing business papers in a neat, orderly, and efficient manner so they may be readily found when they are wanted is called _____.

2. Deciding how to arrange the parts of a name for filing purposes is called _____.

3. A name, letter or number under which records are filed in a filing cabinet and/or on a file folder is called a _____.

4. Containers used to hold specified groups of papers in a file are called _____.

5. The process of marking correspondence with the caption or label under which it will be stored is called _____.

6. Arranging records in an order or sequence after they have been coded to make it more convenient when storing is called _____.

7. A preliminary step in filing in which correspondence is inspected to see if the record has received the required attention and is ready to be filed is indicated by a _____.

8. A system of filing based on the following:
   A. Objects or things _____
   B. Letters (A-Z sequence) _____
   C. Places _____
   D. Numbers _____

12. The process of miniature photography is _____

13. Group folder for records that do not warrant an individual folder is called _____ folder.

14. Used to mark the location of a borrowed paper in a file folder is a _____

15. When a name may be sought under more than one possible caption, you should _____

16. A numeric system in which numbers are not consecutive and read from right to left _____

17. Folders containing papers about one name or subject are called _____

Lists of names to be indexed and filed were included with this test.

18. Individual items are placed in a company's folder in what order _____

19. A filing system is much easier to use if the labels are typed _____

20. A group of material to be filed should be _____ _____ before it is taken to the files.

21. Keeping a filing system simple is important. T F

22. Following systematic procedures will make filing more fun. T F

23. Always _____ the contents of a folder before returning it to the files.

24. You should leave at least six inches of working space in all filing drawers. T F

25. New folders should be made for individuals or subjects when six items are accumulated. T F

26. A well-planned color scheme will aid in prompt filing. T F

27. The main purpose of all filing is quick _____

28. Bulging folders encourage filing errors. T F

29. Open only one drawer of a file cabinet at a time. T F

30. Items filed should be placed in a folder with the letterhead to the left. T F

MODERN OFFICE/WORD PROCESSING TECHNOLOGY

Level II--Receptionist Competencies

Typing
- Speed/Accuracy 45/5 gwam or 40 nwam _____
- Problem work _____
- Mailable Letters _____
- Production test _____

Written Communications
- Weekly spelling/vocabulary _____
- Module III--Caps, punctuation, abbreviation _____

Proofreading
- Formats for letters _____
- Formats for memos and reports _____
- Capitalization _____
- Punctuation _____
- Number usage _____

Office Procedures
- Telephone Unit _____
- Oral Communications _____
- Personal Development unit (Zig Ziglar) _____
- Invoice Section _____

Ten Key Calculator
- Fractions, decimals, percentages, invoicing _____
- Interest, discounts, metrics _____

Electronic Typewriters
- Make _____
- Basic operations--written _____
- Typed test on short letter & report _____
- Tabulation, storage, special functions--written _____
- Typed test on variables and tabulation _____

Personal
- Attendance _____
- Office Dress _____
- Attitude _____

FBLA/Leadership _____

Shorthand/Speedwriting (optional) _____

Average Grade Level II _____

LEVEL II--RECEPTIONIST BEHAVIORAL OBJECTIVES

Typing

1. A student shall pass at least three timed writings of five minutes each at a minimum speed of 45 gross words a minute with no more than 5 errors (40 net words a minute).

2. A student must acquire a grade of at least 78% on the problem typing work required for the quarter.

3. A student must acquire a grade of at least 70% on 15-minute letter timings given once a week on selected letters that must be typed in mailable form.

4. A student must produce a letter and envelope with some special letter parts, a memo, a short table and a one-page report in an hour's time with no more than five uncorrected errors.

Written Communications

1. A student must pass at least 75% of the spelling and vocabulary word lists given during the quarter with at least 78% accuracy.

2. A student must pass a test over Written Communications Module III, Punctuation, Capitalization, and Abbreviation, with at least 78% accuracy or do remedial work on material that is similar. Since this is the most difficult of the modules, the material in the Proofreading section will also concentrate on the same subject matter. Individual tests over each of these items could be used instead of the Module tests for those students who have trouble with this material.

Proofreading

1. Students will review and study basic styles and formats for letters. A student will pass a test over proper letter setup and format with at least 78% accuracy.

2. Students will review and study basic formats for memos and reports. A student will pass a test over proper memo and report formats with at least 78% accuracy.

3. A student will study capitalization, comma usage, other punctuation rules and number usage from another source to supplement the section in the Written Communications materials.

Office Procedures

1. Oral Communications
   a. Telephone Unit--Students will study proper telephone usage and practice answering the phone, placing calls, and recording messages. The student will perform these

activities in a way the instructor feels is appropriate for the business office. The student will also pass a written test on telephone usage with at least 78% accuracy.

b. Meeting the Public--Students will study the desirable methods of meeting the public and will demonstrate to the instructor their understanding of such. Simulated materials will be used to aid in helping decision making desirable in working with the public.

2. The Zig Zigler program is available to aid in personal development and attitude as the instructor deems advisable for students.

3. Invoice Section--A student will learn to figure an invoice and to type an invoice in mailable form. A test over invoicing will be passed with at least 78% accuracy.

Ten Key Calculator

1. A student will pass a test over fractions, decimal conversion, percentages, percents of increase or decrease, markups, mixed operations, repeat and negative multiplication, invoice figuring, and inventory extensions with at least 78% accuracy.

2. A student will pass a test over figuring interest, trade discounts, cash discounts, chain discounts, and metrics with at least 78% accuracy. This will be done in conjunction with the office procedures section on invoicing indicated above.

Electronic Typewriters--IBM Models 60 and 75 and Olivetti ET 221

1. A student shall pass a written test over one of the electronics with at least 78% accuracy that includes the basic machine parts, special keys, pitch levers, paper insertion, margins setting and clearing tabs, correcting errors, centering and underscoring. (This will be through Side 2 on the IBM tapes and Lesson 3 on the Olivetti tapes.)

2. A student shall pass a typed test on one of the electronics that includes a short letter and a report with centered heading and underlined copy with at least 78% accuracy.

3. A student shall pass a written test with at least 78% accuracy over tabulation and column layout, storing phrases and documents, and special functions.

4. A student shall pass a typed production on one of the electronics with at least 78% accuracy which includes a stored letter with variables and a tabulation.

Personal Development

1. Attendance--A student shall not be absent more than 9 hours of the time required without making up the additional hours.

2. Office dress--A student shall dress in acceptable office style at least 80% of the days required.

3. Attitude--The student shall display an attitude of willingness to perform as necessary for a receptionist or office employee.

Students must pass Level I and at least 90% of the items on Level II to receive a diploma for Receptionist.

CURRICULUM CONTENT LEVEL II

Typing

Speed/Accuracy practice and timings are handled the same as they were for Level I.

Problem typing work is assigned as a continuation of the work they did on Level I. Approximately 20 to 25 lessons are assigned per quarter. The accuracy level required increases each level. Paper grading is extensive using the method suggested in Level I and the instructor might want to consider other methods. The information sheets given for the vocational book were prepared by Mrs. Carla Alley who taught the Modern Office class during the summer. This method requires much less grading on the part of the instructor.

To help the students format and type problems quickly that are produced in mailable form, we use TYPING MAILABLE LETTERS, Third Edition, Gregg McGraw-Hill Book Company. The material in this book goes over formatting, capitalization, punction, word division, number usage, and such which gives the teacher another opportunity to teach these to the class and stress their importance in mailable products. A 15-minute time goal allows even slow typists enough time to produce one mailable letter. Additional letters that include additional challenges are good for the better typists. We require a student produce a minimum of one mailable letter in this time period. Points are given and accumulated for the final level or quarter grade for mailable letters.

A production test is given at the end of this level that includes a letter with special parts, a memo, a short table, and a one-page report which a student must produce in usable format (but not necessarily mailable) in one hour's time. We select problems from the typing book or from company tests for these productions.

Written Communications

Spelling and vocabulary tests are handled the same as they were for Level I.

The Written Communications modules are handled the same as before. Module III of these materials includes the most difficult material and actually needs to be broken down into smaller parts with more practice work.

Proofreading

The materials from the proofreading book which the class studies together involve formatting different types of problem work, capitalization, punctuation, and number usage.

Formatting in further emphasized by using the slide/tape presentations from the State Fair Typing program. We also emphasize the

procedures and the necessity for quick, comprehensive formatting on the word processors.

Class work on capitalization, punctuation and number usage is essential. Additional work sheets and instructional materials are used from other programs such as "Punctuation Trainer" from DDC.

Office Procedures

To help teach telephone usage we use "Telephone Use Activity Pack," J. Weston Walch, Publisher; "Taking Telephone Messages," Media Materials, Inc.; "Thank You. Please Call Again." American Telephone & Telegraph Company; and a PBX system for practice. We also like the movie on telephone usage which is free from your telephone company.

The office procedures book and similar materials help us to teach a unit of oral communications. Good grammar is stressed all year to aid oral communication.

We have the Zig Zigler program materials available and they can be used to aid in personal development and attitude. Some of our students really did well with this program; others were really turned off.

For the invoice section we use a project I set up several years ago and the information in the office procedures book. The materials emphasize the methods for figuring extensions, totaling, determining both cash and trade discounts, and typing invoices in mailable form.

Ten Key Calculator

The ten key materials are a continuation of the work indicated in Level I.

Electronic Typewriters

Students are assigned machine work from the first of the year on a rotation basis. If we do not use the machines all year, regardless of the level on which we have indicated them, students will not be able to achieve competency on them. First quarter students are assigned a machine and left to work through the materials until the end of the quarter. During other quarters, students are rotated every three or four weeks. We have found the first machine takes longer to grasp and that this acts as a basis for learning on the other machines which goes faster. Our philosophy with regard to equipment usage is that students should be exposed to all of the equipment we have available. We are aware that other believe one machine should be learned thoroughly instead of a variety. Each has merit for different reasons.

Two of our electronics are IBM 60 and IBM 75. Training materials for these are based on "The IBM Model 75," Western Tape. These have to be modified for the 60 but are basically usable. Written tests are used at the end of the training period and need to be prepared for more frequent intervals. Problem tests are used periodically to test a student's ability to use the equipment effectively. These are a good

preview for the IBM Displaywriter as several of the functions operate the same.

A tape program from Olivetti helps students work through the operation of the Olivetti 221 Electronic typewriter. Written tests need to be preapred at more frequent levels for this electronic. Problems tests are used but are not adequate.

Personal Development

Attendance, office dress, and attitude are continually stressed.

FBLA/Leadership

Our secondary students belong to the Future Business Leaders of America which stresses working together and leadership activities.

There is no such organization for our postsecondary students. Our school does have a group called Interface, which is a type of student council, and Ambassadors, which helps promote the school and its activities. Both secondary and postsecondard students can be part of these groups.

Shorthand/Speedwriting/Stenograph

We offer students beginning shorthand through a high school course which they can take as part of their vocational curriculum. Speedwriting and stenograph materials are also available for the student who wants to dedicate the time it takes to learn each.

SPELLING LIST 10

Words ending in ise, ize, yze

Rule: Most of these words end in ize. Otherwise, 42 words end in ise and 4 nontechnical words end in yze.

1. catalyze
2. analyze
3. paralyze
4. electrolyze
5. arise
6. uprise
7. apprise
8. comprise
9. expertise
10. premise
11. demise
12. compromise
13. improvise
14. demise
15. amortize
16. authorize
17. capitalize
18. cauterize
19. emphasize
20. familiarize
21. Kansas -- KS
22. Kentucky -- KY

SPELLING LIST 11

Rule: The suffix "ance" or "ant" can be added to a word that is a complete base word that (1) does not end in "er"; (2) ends in "e" and drops that final "e"; (3) ends in "y" which usually changes to "i" or "ic."

Words following (1).

1. acceptance
2. assailant
3. accordance
4. admittance
5. conveyance
6. disappearnace
7. descendant
8. forbearance
9. remittance
10. expectant

Words following (2)

11. assurance
12. contrivance
13. conversant
14. observance
15. perseverance
16. ignorant

Words following (3)

17. alliance
18. compliant
19. significance
20. variance
21. Lcuisiana -- LA
22. Maine -- ME

MODEL 60 ELECTRONIC TYPEWRITER
EXAMINATION

TRUE-FALSE: Write T for True or F for False in the blank at the left of each statement.

_____ 1. The keys on the Model 60 Electronic Typewriter are different from the Correcting Selectric.

_____ 2. Margins are set differently on the Model 60 than on a regular typewriter.

_____ 3. The Model 60 uses three different type sizes.

_____ 4. If the POWER key is moved away from the typist, all margin and tab settings are cleared.

_____ 5. Turning the typewriter off clears margins and tab settings.

_____ 6. You can save four format settings on the Model 60.

_____ 7. You cannot combine type sizes on a page using the Model 60.

_____ 8. If you backspace with the Backspace/Automatic Erase key, the last character is erased from the paper but not from the memory.

_____ 9. The margin scales light to match the size type being used.

_____10. If the POWER key is moved forward, all margins and tab settings are cleared.

MATCHING: Write the correct letter in the blank on the left below.

_____ 1.	To turn on or turn off the Automatic Return	a. CODE + K
_____ 2.	To type permanent hyphen	b. CODE + P
_____ 3.	To backspace without erasing	c. CODE + L
_____ 4.	To print after centering	d. CODE + A
_____ 5.	To center	e. CODE + Tab
_____ 6.	To begin column layout	f. CODE + Indent Clear
_____ 7.	To clear indents	g. CODE + W
_____ 8.	To set left margin	h. Depress Auto Return key
_____ 9.	To clear tabs	i. CODE + Backspace key
_____10.	To indent	j. Type hyphen & carrier return

FILL IN THE BLANKS:

1. To underscore a word: (a)_____, (b)_____.

2. To underscore two words that are separated by a hyphen or a dash: (a)_____ _____, (b)_____, (c) _____, (d)_____.

3. To center: (a)_____, (b)_____, (c)_____, (d)_____.

4. To underscore several words continuously: (a)_____, (b)_____, (c)_____.

5. To underscore a centered heading: (a)_____, (b)_____, (c)_____, (d)_____, (e)_____, (f)_____.

6. To type text, then indent a paragraph 2 tabs from the left margin, followed by typing text back at the original left margin:
   (a)_____
   (b)_____
   (c)_____
   (d)_____
   (e)_____
   (f)_____

7. The Column Layout instruction makes it easy to plan and type columns. When using Column Layout, typewriter is in a _____ mode.

8. The typewriter figures the amount of _____, when Column Layout is being used.

9. Set tabs at appropriate points for four columns by typing _____.

10. Next, type the _____ in the first column.

11. Then type _____ and type the longest line in the second and all other columns after each _____.

12. To center over a column: (a)_____, (b)_____, (c)_____, (d)_____.

13. To center several lines: (a)_____, (b)_____, (c)_____, (d)_____.

14. Type envelopes using CODE + _____.

15. The typewriter will carrier return when _____.

16. The Model 60 typewriter remembers up to _____ characters and spaces typed as the carrier returns.

17. Type a _____ if a line must end before the right margin.

18. If the Auto Return button is depressed while a phrase is being played back, the phrase plays back according to the _____ set in the typewriter.

19. When a syllable hyphen is typed at the end of a line and the phrase is played back with the Auto Return button down, the word may play back still _____ _____.

20. Use CODE + _____ to construct such as ∅ or temporarily move to the left of the left margin.

21. _____ will cancel an accidental center code.

22. Use the _____ key to correct errors, even behind tabs, when using Column Layout.

23. If the error is discovered in a previous line or after the entire phrase has been stored, you must _____.

24. After typing a table, type a Carrier Return, then _____.

25. Type CODE + _____ to set up a tab.

26. To change margins within text, _____.

27. The _____ allows the typist to single, double, or one and a half space text.

28. The _____ lets you leave the original typing line temporarily and then return to it.

29. You would use the Line Finder for typing (a)_____, (b)_____, (c)_____, (d)_____.

30. Setting a new margin over a former one _____.

TRUE-FALSE: Write T for True or F for False in the blank at the left of each statement.

_____ 1. Standard tabs are set by typing CODE + A.

_____ 2. A maximum of 40 tabs can be set.

_____ 3. Depressing the backspace/erase key will erase both the word and its underscore.

_____ 4. If Auto Return is on during playback, the typewriter will decide when to end lines according to the right margin setting.

_____ 5. To copy a phrase into document storage, depress STORE + (1-0).

_____ 6. The one-inch tabs on the Model 60 are to be used in helping you set margins and tabs.

_____ 7. Type CODE + S for playback you want to stop.

_____ 8. Use phrase storage to store a form letter.

_____ 9. You may erase a stop instruction in playback.

_____10. To return to the end of a document storage area, use CODE + RESUME.

MATCHING: Write the correct letter in the blank on the left below.

_____ 1. To continue playback

_____ 2. To stop playback within a phrase

_____ 3. What three bells ringing while storing mean

_____ 4. The light to the right of the STORE button comes on when

_____ 5. To delete

_____ 6. To store in a document storage area

_____ 7. To store a phrase

_____ 8. To end storing

_____ 9. To stop playback

_____10. To play back a phrase

a. CODE + DEL

b. Near the end of storage area

c. STORE + (1-0)

d. CODE + B

e. Depress STORE

f. Tap key, space bar, index key, shift key, or carrier return

g. STORE + (1-0)

h. CODE + (1-0)

i. CODE + N

j. You are in a Storage area

MODERN OFFICE/WORD PROCESSING TECHNOLOGY

Level III--Proofreader/Secretary

Typing
- Speed/accuracy 50/5 gwam or 45 nwam _____
- Mailable Letters _____
- Problem work or Office Practice sets
  - Packet 1 _____
  - Packet 2 _____
  - Packet 3 _____
  - Packet 4 _____
  - Packet 5 _____

Written Communications
- Module V--Proofreading/Letter writing _____

Office Procedures
- Job Application _____
- Payroll _____

Machine Transcription
- Lessons 1 & 2 (practice) _____
- Lessons 3 & 4 _____
- Test 1 _____
- Lessons 5 & 6 _____
- Test 2 _____

Word Processing--Microcomputers (1 required)
- Apple--Apple Writer written test 1 _____
  - Typed test 1 _____
  - Written test 2 _____
  - Typed test 2 _____
  - Written and typed test 3 _____
- Xerox--Word Star written test 1 _____
  - Typed test 1 _____
  - Written test 2 _____
  - Typed test 2 _____
  - Written and Typed Test 3 _____

Personal Development
- Attendance _____
- Office Dress _____
- Attitude/Dependability _____

FBLA/Leadership _____

Shorthand/Speedwriting (Optional) _____

Average Grade for Level III _____

LEVEL III--PROOFREADER/SECRETARY
BEHAVIORAL OBJECTIVES

Typing

1. A student shall pass at least three timed writings of five minutes each at a minimum speed of 45 net words a minute.

2. A student must acquire a grade of at least 78% on 15-minute letter timings given once a week on selected letters that must be typed in mailable form.

3. Students will have a variety of practice sets from which to select that emphasize projects required in different kinds of businesses. These simulated materials emphasize priority selection of activities a secretary might confront in a day. A student will complete at least 80% of the packets with at least 78% accuracy.

4. In lieu of the item above, a student may be assigned a number of problems to be typed from a text. These must be completed with at least 78% accuracy.

Written Communications

1. A student will complete Module V materials which dwell on proofreading and achieve at least 78% accuracy on a test which involves locating errors and proofreading symbols.

2. A student at the completion of Module V will also have some practice in writing letters. Additional letter writing practice should be given. A student will indicate their ability to write a business letter that is mailable to the satisfaction of the instructor.

Office Procedures

1. Job Application--A student will pass the section on job application required of all Vo Tech students with at least 78% accuracy. This will involve sections on job location and selection, resumes, letters of application and thank you, and job application forms.

2. Payroll--A student will pass a test on payroll determination with at least 78% accuracy.

Machine Transcription

1. Students will practice transcription without correcting errors on Lessons 1 and 2.

2. A student will correct errors and produce transcribed material beginning with Lesson 3. Three items on Lesson 3 and three

items on Lesson 4 will be check for accuracy to determine the percentage grade for the lessons. A student should transcribe the items in Lessons 3 and 4 with at least 70% accuracy.

3. A student will be allowed an hour to transcribe three items with at least 78% accuracy.

4. A student will transcribe Lessons 5 and 6 with at least 78% accuracy on three items from each which will be proofread for mailability.

5. A student will be allowed an hour to transcribe as many items as possible from one tape with at least 78% accuracy.

Word Processing--Microcomputers

A student will be required to use at least one of the microcomputer word processing programs.

On Apple II Plus microcomputers we use an Applewriter I Word Processing program. Although this is not the best word processing program, students are able to learn the basics and some of the functions inherent in word processing programs.

1. A student will pass a written test over the tutorial program and the basics of recording, editing, and printing with at least 78% accuracy.

2. A student will pass a typed test over a memo and a simple report with at least 78% typing accuracy.

3. A student will pass a written test over merging, block movement, saving text, text-embedded instructions, control functions, etc. with at least 78% accuracy.

4. A student will pass a typed test including a letter with a merged section, centered problem, two-column right justified tabulation, and a report with at least 78% recording and editing accuracy.

5. A student will pass a written and typed test including the necessary operating parts of the Apple Writer program.

On Xerox 820-II microcomputers we use a Word Star word processing program and the books from the company.

1. A student will pass a written test over creating, printing, revising, formatting, and other basic concepts with at least 78% accuracy.

2. A student will pass a typed test that includes a letter and a memorandum correctly formatted and typed with errors corrected with at least 78% accuracy.

3. A student will pass a written test over find and replace, block work, bold, center, underscore, overstrike, sub/superscript, and copying files with at least 78% accuracy.

4. A student will pass a typed test that includes material that must be reformatted and corrected with at least 78% accuracy.

5. A student will pass a written and typed test over advanced concepts of the Word Star program and the Xerox microcomputer with at least 78% accuracy.

Personal Development

1. Attendance--A student should not be absent more than 9 hours of the time required without making up the additional time.

2. Office dress--A student should dress in acceptable office style at least 80% of the days required.

3. Attitude--The student should display an attitude of willingness to perform as necessary for a proofreader or secretary.

Students must pass Levels I and II and at least 90% of the items on Level III to receive a diploma for Proofreader/Secretary.

CURRICULUM CONTENT LEVEL III

Typing

Speed/Accuracy practice and timings are handled basically the same as they are in Level I and Level II. On Level III or during the third quarter of school, we begin to figure timed writings on net words a minute which deducts 10 words for each error. We find that several of the businesses in the area use net words as their basis for hiring.

Mailable letters are handled the same as they are on Level II.

Problem work can be assigned students on Level III the same as it was on Levels I and II. If the student is an advanced typist, practice sets could be used. We purchase a variety of sets and let students choose which most closely simulates the type of clerical, secretarial or word processing career they have chosen to pursue. These sets are checked by packet or divided into sections and graded for organization, format and accuracy.

Written Communications

The last module of the written communications materials deals with proofreading and some letter writing. The letter writing portion of this unit is limited and needs to be expanded. During Level IV additional work on letter writing will be given.

Office Procedures

Job Application is handled in our vocational school on a school-wide basis. A week is set aside when each of the instructors selects an area of job hunting to teach the students. Job location, resumes, application letters, application forms, interviews, thank you letters and such are discussed and evaluated.

We have several methods of teaching payroll. The office procedures book can be used, a film/tape presentation is used, a microcomputer software package is available, and I have set up a training program on figuring payroll which incorporates ten key operation.

Machine Transcription

Students are not allowed to begin on machine transcription until they have completed or tested out of the written communications materials. It is our feeling that the difficult part of transcription is word comprehension, spelling, capitalization, number usage and punctuation. These items have been taught in the previous levels with this goal in mind.

We have several transcription programs available that we use. For students who will really have problems, we use "Introduction to Machine Transcription," DDC. One of our transcribers is a mini on which we have

a "New York State Machine Transcription Course," Western Tape. This is geared to a lower level. On one of our old IBM belt transcribers, we use "Transcription Skills for Word Processing," IBM. The student's guide for this gives good help in the basic skill areas mentioned above that we feel are needed for transcription and the materials are good.

The transcription program used by most of our students is "12 Hours to Accomplished Transcription," Western Tape. The student workbook for this program gives information on spelling, punctuation, capitalization, number usage, word meanings and selection and tells about the dictators and types of companies used in the taped material. Names and addresses of addressees are also given. The material is long and the vocabulary is very demanding which I feel is good for students.

The first two lessons assigned are to be typed without correcting errors and with only little regard to format. This allows the students to concentrate on just listening and typing.

The next two lessons are to have transcribed items correctly formatted and corrected when they are turned into the instructor. Three items from each lesson are checked for mailability.

After a student finished Lesson 4, they took a timed transcription test. I dictated three items for the first test which they were to type up in one hour. These were graded for accuracy on a percentage basis.

Lessons 5 and 6 were to be transcribed the same as above and another one-hour test taken. For this test we used Test 1 of the 12-Hour program. It was graded for accuracy and quantity with more being required on this test than was required on the first one.

Word Processing--Microcomputers

We like for students to become acquainted with all the equipment we have available; however, occasionally time does not permit this or the instructor feels a student cannot cope with more than one type.

On the Apple II Plus computer, we use an Apple Writer I program which is the poorest program available. The instructional materials had to be rewritten. In addition to the Applewriter program, we use "LEARNING WORD PROCESSING CONCEPTS," Gregg McGraw-Hill Book Company. A student works through the tutorial program and reads Units 1, 2, and 3 in the book and takes written test 1.

A student then begins work on record, print, format using print constants menu, text-embedded instructions, cursor control procedures, deletion and retrieval, catalog, and case change mode. A typed test including a memo and a simple report will be given.

The second written test will include material from book lessons 4, 5 and 6 and merging one document with another, block movement, saving text, text-embedded instructions, control functions, and odds and ends.

The second typed test will include a letter with lines that have to be merged, a centered problem, a two-column tabulation (machine does not have a functional tab key so any problem of this nature have to be right justified and single word or number items), and a report.

The final test is a combined written and typed test covering the major activities that can be performed on the Apple with this program. More work needs to be done to perfect the above materials.

On the Xerox 820-II we use the Xerox Word Star word processing program and the manuals that go with it. There are only a few problems in the instruction manual so we give the student a typing book and ask her/him to select problems to use to give them practice in the concept given. Additional work needs to be done to insert selected problems and instructions to further instruct the student.

The first written test will include the process of starting the micro program; creating, revising, formatting documents; and the basic concepts needed to begin working with this program.

For the first typed test we select a letter and a memorandum which the student must create, format, edit, and print.

The second written test will cover find and replace, block work, bold, center, underscore, overstrike, sub/superscript and copying files.

The next typed test will include pretyped material that must be edited and corrected according to rough draft corrections. Three problems are selected, the basic information is recorded to disk, that material copied onto the student's disk, and the student is directed to correct the material, proofread it, and print it.

The last test is a combination written and typed covering the basic concepts and uses of the word processing program on the Xerox.

Personal Development

Attendance, office dress, attitude and dependability are part of the student's responsibility.

FBLA/Leadership

These activities are heightened during the third quarter of the school year as this is the time of most of the contests.

Shorthand

Any shorthand training begun by the student should be continued throughout the school year and all the levels of training.

SPELLING LIST 15

(First list at beginning of third quarter, second semester. Words that sound alike and words found in the student's transcription materials will be used. We are working from the 12-Hour Transcription program from Western Tape publishers.)

1. absenteeism
2. dilemma
3. immunity
4. diligence
5. reminiscent
6. plagues
7. virtually
8. enthusiasm
9. stifle
10. intimidate
11. intimate
12. conceivable
13. psychology
14. facilitate
15. imminent
16. eminent
17. accede
18. expedient
19. vengeance
20. impoverished
21. Mississippi -- MS
22. Missouri -- MO

APPLE WRITTEN TEST 1

Directions: Answer the questions below at the end of your first round of training on the Apple computer. You should have finished the TUTORIAL program on the computer and read Units 1, 2, and 3 in the book, LEARNING WORD PROCESSING CONCEPTS USING APPLE WRITER.

1. To begin using the APPLE WRITER program, you must insert a disk on which that program information has been recorded. T F

2. On the APPLE, this disk is separate from your work disk. T F

3. When you start the APPLE microcomputer, you insert your disk before you turn on the CPU unit. T F

4. You can turn on the CRT screen and the printer before inserting your disk and turning on the CPU unit. T F

5. The APPLE system must be brought up on the left or top disk drive when you turn on the system. T F

6. Proper use of a disk on the machine requires you (A) store the disk in its jacket any time it is not in the machine, (B) keep the disk at a normal to cool temperature, (C) use a felt-tipped pen when writing on the disk, (D) all of the above.

7. When you insert the disk in the APPLE, you should do so with the label facing the left. T F

8. The main menu from which you operate the APPLE WRITER program is called (A) print menu, (B) editor menu, (C) printer constants menu, (D) none of the above.

9. Selecting the QUIT option takes the computer out of the APPLE WRITER program. T F

10. To "reboot" the system, you should type "PR#6." T F

11. What does DOS stand for? _____

12. Wraparound on the Apple indicates to you where lines will end and new lines begin. T F

13. The shift key is used to capitalize all letters on the Apple just as it is on all typewriters. T F

14. The arrow keys on the apple are used to delete and retrieve. T F

15. Creating or beginning a project on the Apple is called

    _____

16. Every document typed on the Apple is automatically stored. T F

17. Before you can edit a file on the Apple, you must first _____ the document.

18. You can move up and down and across in the Apple program by doing two things:
    a. _____

    b. _____

20. To get from the typing area back to the Editor Menu, you depress

    _____

21. The REPT key is used to help you move more quickly around in a document. T F

22. When you have a blank rectangle as your cursor in the screen, you are in the cursor control mode. T F

23. To move from the cursor control mode to the text mode, you merely

    _____

24. The control key is used to activate letter and number keys so they will perform special activities. T F

25. To delete a single character, use _____

26. To delete an entire paragraph, use _____

27. To move to the beginning of a file, use _____

28. To move a block of text, use _____

29. Text-embedded printer commands must be given within a document and must be preceded by an exclamation point and followed by a return. T F

30. The Sel light must be show red before your machine will let you print a document. T F

MODERN OFFICE/WORD PROCESSING TECHNOLOGY

Level IV--Word Processor/Corresponding Secretary

Typing
- Speed/accuracy 55/5 gwam or 50 nwam _____
- Mailable Letters _____
- Typing Problems or Practice Sets _____

Written Communications
- Writing Letters _____

Machine Transcription
- Lessons 7 & 8 _____
- Test 3 _____
- Lessons 9 & 10 _____
- Test 4 _____

Word Processing Concepts
- WP origin, cycle, system _____
- Document origination, output devices, applications _____
- Control procedures, environment, careers _____
- Information processing _____

Word Processing Systems

IBM Displaywriter
- Pretraining & Starting Your Training
  - Written test Lessons 1 & 2 _____
  - Typed test on creating, correcting, printing _____
  - Written test Lessons 3-6 _____
- Common Text Applications
  - Written and typed Lessons 1 & 2 _____
  - Typed Lesson 3 _____
  - Written and typed Lessons 4 & 5 _____
- Special Text Applications
  - Typed test column layout _____
  - Written test Lessons 5 & 6 _____

NBI 3000 Word Processor
- Introduction, disk care, starting written test _____
- Record section to page 30 written test _____
- Record section typed test _____
- Directory section written test _____
- Edit section typed test _____
- Print section written test _____
- Document assembly written and typed test _____

Word Processing Center
- Job _____
- Attitude, stress level, cooperation _____
- Job quantity and quality _____

Personal Development
- Attendance _____
- Office dress _____
- Attitude and dependability _____

FBLA Leadership _____

Shorthand/Speedwriting (optional) _____

Average Grade Level IV _____

LEVEL IV--WORD PROCESSOR/CORRESPONDING SECRETARY BEHAVIORAL OBJECTIVES

Typing

1. A student shall pass at least three timed writings of five minutes each at a minimum speed of 50 net words a minute.

2. A student must acquire a grade of at least 78% on 15-minute letter timings given once a week on selected letters that have mispelled words, no paragraphing and need punctuation in mailable form.

3. A student will complete a number of assigned typing projects with at least 78% accuracy, complete a typed practice set as indicated in the objectives for Level III, or complete assigned outside projects in mailable form.

Written Communications

1. A student will study the basic construction of a letter and be able to write a short, comprehensive business letter given a selected topic in mailable form.

2. A student will study different types of letters such as sales, credit, or complaint and be able to write a letter on one of these topics comprehensive business language and in mailable form.

Machine Transcription

1. A student will transcribe Lessons 7 and 8 with at least 78% accuracy on three items from each lesson which will be proofread for accuracy.

2. A student will be allowed an hour to transcribe as many items as possible from one tape with at least 78% accuracy and a reasonable quantity.

3. A student will transcribe Lessons 9 and 10 with at least 78% accuracy on three items from each which will be proofread for accuracy.

4. A student will be allowed an hour to transcribe as many tiems as possible from one tape with at least 78% accuracy and a reasonable quantity.

Word Processing Concepts

1. A student will study the origin of word processing, wp cycle, and wp system and pass a written test over the materials with at least 70% accuracy.

2. A student will study the material on document origination, output devices, and applications and pass a written test over the materials with at least 70% accuracy.

3. A student will study the information on control procedures, environment, and word processing careers and pass a written test on the materials with at least 70% accuracy.

4. The student will study material on information processing and pass a written test with at least 70% accuracy.

Word Processing Systems
IBM Displaywriter

1. A student will work through Pretraining and Starting Your Training Lessons 1 and 2 on the IBM word processor and take a written test over the material which must be passed with at least 78% accuracy. This material will cover basic information, loading, creating, and printing.

2. A student will pass a typed test that includes creating, correcting, and printing a two-page report with centered heading that will have to be paginated and a short letter with underlining. Errors must be corrected and the items typed with at least 78% accuracy.

3. A student will pass a written test on Lessons 3-6 in Starting Your Training with at least 78% accuracy.

4. A student will study the information in Common Text Applications Lessons 1 and 2 which involves document formats; page, line and typestyle formats; and using conversion ruler. The student will pass a written and typed test over this material with at least 78% accuracy.

5. Lesson 3 in Common Text Applications includes justifying, line adjust, simple tables, movement keys, and proportional spacing. The student will pass a typed test including column copy and a simple table with at least 78% accuracy.

6. Lessons 4 and 5 in Common Text Applications works with copy, get, insert/replace, headers/footers, and reformatting. A student will pass a typed and written test including a manuscript with footnotes already prerecorded that involves formatting, changing formats, moving copy and reformatting with at least 78% accuracy.

7. A student will study Column Layout for various types of text in Special Text Applications, and pass a typed test over tables and aligned paragraphs with at least 78% accuracy.

8. Lessons 5 and 6 in Special Text Applications include sub and superscripts, constructed characters, block overstrike, alternate keyboards and printer elements. A student will pass a

written test over this material with at least 78% accuracy. Since we are on Textpack Level 4, we will omit Lessons 2-4 in this book.

7. Students can continue to work through the information available on the IBM using the books in the following order: Diskettes, Spelling/Printing, Numeric Tables, and Stored Text Using Get/Stored Text Using Merge/Advanced Time Savers, and Records Processing. These are not required on Level IV as they are on Level V. However, it is strongly suggested that a student work through as much of this information as possible to become more employable.

NBI 3000 Word Processor

1. A student will read through the Introduction, Diskette Care, and Getting Started information in Operator's Guide and pass a test with at least 78% accuracy over this information.

2. A student will work through the Record section which includes creating, filing, printing, centering, underscoring, and formatting and take a written test on the material which must be passed with at least 78% accuracy.

3. A student will work through tabular and statistical, indenting, and multi-page documents at the end of the Record section and pass a typed test over a letter and tabulation which must be created and corrected with at least 78% accuracy.

4. A student will work through the section on Directory which invludes the different usages and typed of directories and pass a written test on the material with at least 78% accuracy.

5. A student will work through the Edit section and pass a test over material which has been prerecorded and must be revised and corrected with at least 78% accuracy.

6. A student will work through the material in the Print section and pass a written test over the material with at least 78% accuracy.

7. A student will work through the material in the Document Assembly section and pass both a written and a typed test over the material. The written test over merge functions must be passed with at least 70% accuracy. The typed test will involve a standard letter with fill-ins to be sent to at least three individuals which must be merged and printed with at least 78% accuracy.

8. The Refinements section invludes bold print, font change, outline, automatic numbering, moving, search, phrase, sub and superscript, footnote, headers and footers and is strongly recommended on Level IV. It is definitely required on Level 5 as are Directory Management, Printer, and Utility Disk found in

Features and Reference Guide. The following special packages are also required on Level 5: Records Processing, Forms, and Stat Pack.

Word Processing Center

1. In order to gain some actual work experience, a student who is able to do so will work at one of the five jobs available in the word processing center. The jobs designated are: Office Clerk/ Receptionist, Proofreader, Word Processing Specialist, Senior Word Processing Specialist, and Supervisor. A student will indicate to the instructor his/her attitude about work, her ability to handle the stress involved in daily office work, and her willingness to cooperate with the supervisor and other employees. This evaluation will be a subjective one given by both the supervisor and the instructor.

2. A student will indicate their ability to produce mailable copy in a reasonable amount of time as indicated by the content and center expectations.

Personal Development

1. Attendance--A student shall not be absent more than 9 hours of the time required without making up the additional time.

2. Office dress--A student shall dress in acceptable office style at least 80% of the days required.

3. Attitude--The student shall display an attitude of willingness to perform as necessary for a word processor/corresponding secreatry.

Students must pass Levels I, II, and III and at least 90% of the items on Level IV to receive a diploma for Word Processor/Corresponding Secretary.

CURRICULUM CONTENT LEVEL IV

Typing

Speed/accuracy practice and timed writings are handled the same.

Mailable letters are handled the same. The difficulty of the letters will increase.

Problem work and/or practice sets will be handled the same as before.

Written Communications

We prepared a section of materials on writing letters a few years ago that will be used to teach paragraph structure and content for basic business letters such as sales, credit or complaint. Students will practice constructing paragraphs and letters. We also use a film/tape set of materials called, "Basic Writing Skills For Everyday Life," Newsweek Multimedia.

Machine Transcription

Machine transcription will be handled basically the same as in Level III. A student will study and transcribe the material from Lessons 7 & 8 which will have three problems from each checked for accuracy.

The test following this section will be the second test in the 12-Hour program. The student will have an hour in which to transcribe a reasonable amount of work accurately.

Lessons 9 and 10 will be transcribed and graded as indicated above.

The test following this section is one I recorded that does not give the students punctuation. Again the student will have an hour in which to transcribe a reasonable amount of work accurately. Each time a student takes a transcription test, the amount of material required increases.

If a student should complete all of the required transcription material early, programs are available for executive transcription, medical technology, and legal transcription.

Word Processing Concepts

To study word processing concepts we use WORD PROCESSING CONCEPTS, South-Western Publishing Company, the individual text material available for our systems, and materials from DATA PRO.

The first section deals with the origin or word processing, the word processing cycle, and word processing systems. The second portion involves document origination, output devices, and applications. The next section involves a study of information on control procedures,

environment, and word processing careers. Last we discuss the newer concepts of information processing and communication. We try to each of these to a variety of situations including our own.

Word Processing Systems

We use the training methods and books which came with each of our word processing systems. The two systems have some similarities and some differences. Also we have found that some activities are easier on one system and some are easier on the other. The IBM Displaywriter is a coded system; the NBI is a mnemonic system. The IBM is much easier to record tabulation on with the column layout function; the NBI handles multicolumn material more easily and will justify it. The IBM disks rarely have to be recovered; we frequently have down time on the NBI when we have to recover and update disks--we also loose the use of disks on the NBI. The NBI handles variable documents and merges more easily and so on.

A student will begin on the IBM Displaywriter by watching the Preview disk. Then the student begins working through the books in order and taking either written of typed tests periodically. Our system in on Textpack 4, but we began on 2 and worked up. We also received another set of books with the last system purchased. Several test are prepared but more work needs to be done to bring them up to date.

The training materials on the NBI are excellent. They work a student through the operations of the machine easily with a lot of practice material available for practice--at least to the refinement section. A couple of the tests for this machine are included. The typed tests we use on all equipment is regular typing problems selected from their texts.

Word Processing Center

Our other grant proposal defines the jobs, regulations and setup of the word processing center within out classroom. We hope this will give students experience in a real situation which will help them to get and keep a job. We also hope this will make the need for mailable copy more realistic.

Personal Development

Attendance, office dress, attitude and dependability are part of the student's responsibility.

FBLA/Leadership

These activities should help students to learn to work together toward a common goal.

Shorthand

Shorthand training will be continued to help students increase their abilities to get a job and to use their skill.

NBI BASIC INSTRUCTION SHEET

The NBI OPERATOR'S GUIDE is a book that is well designed to walk you through the procedures for learning to use the NBI word processor effectively. Throughout the process, remember (1) that you are a typist--and a good one; (2) a word processor is just a refined typewriter which will make your typing easier in the long run; (3) margins for setting up problems (formats) are basically the same on word processors--only the methods for doing the formatting is different; and (4) the teacher is here to answer any and all of your questions and will get to you as soon as possible.

Read the Introduction on pp. 1-7. Study the machines as you do to locate the items about which you are reading.

Have the instructor illustrate the method of getting started. Read through the section "Getting Started" and try the activities as indicated.

A short written test will be given at the end of the "Getting Started" section. Let the instructor know when you are ready for it.

Begin reading and working through the "Record" section of the book. You will find the instructions easy to read. Be sure to ask the instructor for help if you need it. Also be sure to take excellent care of your diskette.

Some of the suggested formats in this book do not make the problem or letter on which you are working look acceptable for office use. Learn to rely on your good judgment and set up problems accordingly.

Written test 2 will be given when you have finished the first half of page 30. It will include any information you should have learned to that point. Ask your teacher for the test before you begin tabulation.

Work through the tabulation section. Take particular notice of the different kinds of tab settings that are available to you on the word processors and learn to select the type of setting that will make your job easiest. Before you begin the indent section, work through the tab problem on page 43.1. Up to this point you have been told exactly where to set tabs and which kind to set. You must learn how to set up a table on your own. The information is on that instruction page.

The Exercise Walker on pages 49 and 50 is a good culmination of the activities in this section. You are to use your good judgment and type this project as a two-page letter (with the appropriate second page heading). Correct your errors and turn in the problem for a grade based on mailability and correctness.

Ask the teacher for typed test one to be taken at this point. The test will consist of a letter with special letter parts and a tabulation problem to be typed up in good form.

Work through the section on Directory. Test 3 will be given at the end of this section.

NBI WRITTEN TEST 1

Introduction and Getting Started

1. What do the initials NBI stand for?

   _____

2. Disk care is essential on this machine. How should you lay down a disk if you need to do so?

   _____

3. Which way does the label face when you insert a disk into a drive? _____

4. The nbi system is turned on and off using the same key.
   T F

5. The basic program information to make the NBI operate is found on what disk? _____

6. The student's word processing disk should be inserted into the left disk drive after the on button has been pushed.
   T F

7. When should the dust jacket be on the disk?

   _____

8. Which disk drive must be used to bring up the system?

   _____

9. After you have initiated the system by turning it on and inserting the proper disk, you will get a system menu on the CRT. Which key must you push to begin to record daily work?

   _____

10. If your disk requires a password to get into it, what will it be on this system? _____

11. You should always record the date and time; however, it is not absolutely necessary to do this. T F

12. Date and time must be recorded in two-digit numbers but the machine doesn't care which two digits you record. T F

13. Until you have date and timed onto the machine the second disk drive is not usable. T F

14. You will have to date and time in on the second video CRT as well as on the first. T F

15. If you push an incorrect key, what key can you try to see if you can correct the problem? _____

16. Heavy objects should never be placed on top of any disk. T F

17. When you write information onto the label of a disk, you should always use a _____ pen.

18. Information can be erased from a diskette by placing a _____ on it.

19. The NBI is a menu-driven system. T F

20. The first video screen can be turned off and the second video screen used by itself. T F

NBI WRITTEN TEST 2

Record Pages 1-30

1. On the NBI system, record is the reference you use to begin a new document. T F

2. How many spaces are available for naming a document on the NBI? _____

3. Naming documents is very crucial as it is the only means you have of knowing what is on that section of the disk. T F

4. Numeric characters cannot be used to reference documents on this word processor. T F

5. The TAB key must be used to move to the reference sections used to begin a document. T F

6. Create and record are names which mean the same thing. T F

7. A blinking cursor indicates the position in which one is working on the screen. T F

8. The AUTO RETURN feature makes it unnecessary for you to return at the end of any line as you must do on a regular typewriter. T F

9. The easiest way to correct when you notice an error at the point at which you are typing is to _____

10. An inverted caret on your screen indicates _____

11. A white dot on the screen indicates _____

12. You end any document by depressing the _____ key.

13. Which prompt would you select from your System Operations Menu to print a document? _____

14. If you ask the machine to print a document for which you recorded a name in all caps, by recording the same name in lower case, will the document print? T F

15. The stop key for document printing is called _____

16. What is the purpose of the PARA key?

_____

17. If you want to type a section in all caps, which key must you depress? _____

18. If you have typed a section in all caps using the correct key, what must you depress to release so you can again type in lower case? _____

19. Does the capital locking mechanism effect the shift key?

    Y N

20. It is necessary to depress the CENTER key more than once to center information on consecutive lines. T F

21. You begin and end underscoring exactly the same. T F

22. The SHIFT key and the UND key are depressed simultaneously to begin underscoring. T F

23. To move quickly to the right side of the screen you depress SHIFT and the right arrow. T F

24. Depressing any arrow key continuously will allow you to move more quickly. T F

25. One of the most important things you must do on any document is to lay it out correctly on the page. We do that on the NBI by using the key called _____

26. All vertical spacing on the NBI system is set up in

    _____ spacing.

27. Margin settings on the NBI differs from margin settings on a regular typewriter only in the terminology used. T F

28. The setting of the line length will be at the same point at the setting of the right margin on the typewriter. T F

29. The NBI printer wheel now has the machine set up for which pitch setting? _____

30. What does text length mean? or How do you determine text length? (You may answer either question.)

_____

_____

SCHEDULE FOR FIRST YEAR, SECOND QUARTER
Weekly time schedule

Monday	Blocks 1 & 3	Spelling Typing Problems (20 required) Duplication Word Concepts/Proofreading
	Blocks 2 & 4	Machines (at least 2 tests on most)
Tuesday	Blocks 1 & 3	Timings/practice/timings Class work (as indicated)
	Blocks 2 & 4	Written Communications (2 mod required)
Wednesday	Blocks 1 & 3	Check spelling Class work Typing Problems
	Blocks 2 & 4	Machines
Thursday	Blocks 1 & 3	Class work Typing problems
	Blocks 2 & 4	Written Communications
Friday	Blocks 1 & 3	Spelling Test Timings Class work
	Blocks 2 & 4	FBLA and Yearbook

CLASS SCHEDULE FOR ALL-DAY STUDENTS

Daily	Block 1	Spelling Class work Typing problems (30 required)
	Block 2	Ten Keys and Speedwriting
	Block 3	Written Communications Machine Transcription (after grammar)
	Block 4	Machines

MACHINE ASSIGNMENTS UNTIL NOVEMBER 30

nbi	Sandy and Linda	Carol and Kathy G.
IBM	Beth and Angie	Christi and Sarah
Xerox	Rhonda	Deanna
Apple	Connie B.	Debbie
IBM 75	Tina	Tammy
IBM 60	Bridget	Sharon
Ten Key	Laurie	Connie J. and Carrie

CLASSROOM SECRETARIES/PROOFREADERS

Nov. 14	Beth	Carrie
Nov. 28	Connie B.	Deanna
Dec. 5	Linda	Sarah
Dec. 12	Rhonda	Connie
Dec. 19	Sandy	Tammy

MODERN OFFICE/WORD PROCESSING TECHNOLOGY
Third Quarter Schedule, First-year Students

Mondays	Spelling, Typing Problems Machines
Tuesdays	Zig Zigler, Timed Writings Written Communications, Transcription
Wednesdays	Spelling Check, Timed Mailable Letters Machines
Thursdays	Proofreading Book/Word Processing Concepts, Typing Problems Written Communications, Transcription
Fridays	Spelling Test, Timed Writings FBLA, Yearbook, Contest Preparation

Additional Projects for the Quarter

Week 1, January 9-12	Yearbook work, Telephone unit
Week 2, January 13-20	Job Application
Week 3, January 23-27	Desk Set materials will be studied on Tuesday, Wednesday, Thursday of this week; complete yearbook sales; begin work on Metro North display
Week 4, January 30-	Complete Telephone Unit (right after breaks)
February 3-5	Metro North Display (all students are to arrange a time to work)
Week 5, February 6-10	Plan for Voc Ed week Begin FBLA contest preparation
Week 6, February 13-17	Voc Ed week
Week 7, February 21-24	(Give spelling words on Tuesday) Begin Filing unit
Week 8, February 27- March 2	FBLA contest preparation Filing unit
Week 9, March 5-9	FBLA contest preparation Filing unit
March 9	FBLA contest
Week 10, March 12-16	Complete Filing unit Complete work for third quarter

Machine assignments:

Apple	Tina Hopkins, Carrie Bourne
IBM Displaywriter	Linda Cartner, Kathy Grame Carol Shields, Debbie Taulbee
nbi	Rhonda Cline, Connie Brown Deanna Carter, Sharon Berryman
Xerox	Angie Nakata, Connie Jepson
Electronic 221	Beth Braasch, Christi Shaffer
Electronic IBM 75	Sarah Edwards
Ten Key	Sandy Estes, Joan Westrem
12-Hour Transcription	Kathy G., Beth B., Rhonda C. Sharon B., Carrie B., Christi S.
IBM Belt program	Tina Hopkins
Mini Cassette program	Angie Nakata

MODERN OFFICE/WORD PROCESSING TECHNOLOGY
Class Schedule 4-1

Name	Block 1	Block 2	Block 3	Block 4
Susan Baber	IBM DW Transcribe	Ref manual Class		
Mary Fry	NBI Transcribe	Ref manual Class		
Kathy Ramey	IBM DW Transcribe	Ref manual Class		
Tara Newton	NBI Transcribe	Ref manual Class		
Debby Anderson	ET 221 Transcribe	Ref Manual Class		
Lori Grame	Xerox Transcribe	Ref Manual Class		

Note: Timings, mailable Letters, etc., except for spelling should be done after break to make better use of the word processors and transcribers.

Beth Braasch	Class/Type	Trans/12 NBI		
Connie Brown	Class/Type	Trans/mini IBM DW		
Linda Cartner	Class/Type	Trans/12 Apple		
Rhonda Cline	Class/Type	IBM 75 Trans/12		
Sandy Estes	Class/Type	NBI Written Comm		
Kathy Grame	Class/Type	IBM DW Trans/Medical		
Tina Hopkins	Class/Type	Xerox Trans/12-Hr		
Angie Nakata	Class/Type	ET 221 Trans/Mini		
Debbie Taulbee	Class/Type	Written Comm IBM DW		
Cathy Helm	Class/Type	Written Comm NBI		
Sharon Berryman	Xerox	Type	Class	Trans/12
Sheila Huggins	Class/Apple	Type	IBM DW	Written Comm. Ten Key
Kristina Gillihan	Class	Type	Apple	Trans/12 Ten Key
Connie Jepson	Trans/12	IBM 60	Class	Type
Joan Westrem	Class	Ten Key	NBI	Written Comm.

Carrie Bourne	Class/Type	IBM 60 Trans/12
Deanna Carter	Class/Type	Comm/Trans Apple
Sarah Edwards	Class/Type	Xerox Trans/12
Julie Layton	Class/Type	NBI Written Comm
Christi Shaffer	Class/Type	IBM DW Trans/

WEEKLY PLAN

Monday	Spelling words, filing, class work, typing projects Machines/transcribers
Tuesday	Timed writings, filing, class work, typing projects Machines/transcribers
Wednesday	Check spelling, mailable letters, filing, typing projects Machines/transcribers
Thursday	Filing, typing projects Machines/transcribers
Friday	Spelling test, timed writings, typing projects student choice
March 22-30	Filing, typing projects, machines, transcribers Students typing projects from the book will be required to complete 24 lessons if half day and 32 if whole day.
April 2-6	Filing, Packet 1 of typing practice sets should be done Second year test on ref manual lessons 18 & 19
April 9-13	Filing, Business Contest here April 12 April 17, Packet 2 of typing practice sets should be done
April 16-19	End of filing unit, no school Friday End of first round of machines for this quarter Second year test on ref manual lessons 20-21
April 23-27	State FBLA business contest is April 27 in Jefferson City Packet 3 of typing sets should be completed April 27
April 30-May 4	Second year reference manual 22, 23, 24
May 7-11	May 8 Packet 4 of typing sets should be completed Second year reference manual 25, 26, 27, 28
May 14-18	May 17 Packet 5 of typing sets must be completed for seniors. Second year reference manual final test May 18 last day for seniors May 19 Vo Tech Graduation at TWA Overhaul Base
May 30 or June 1	Last day of school.